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Volume XIII

OCTOBER, 1928

Number 4

THE MODERN LANGUAGES IN CALIFORNIA

A Statistical Summary

ROBERT HERNDON FIFE,* *Columbia University*

IN THE national inquiry into the teaching and study of the modern foreign languages which has now been concluded the rôle which California plays in this field stands forth very prominently and will appear quite clearly in the published reports.¹ The regional organization of the Modern Foreign Language Study in 1924 recognized in advance California's importance, and departing from the arrangement of the national census, defined the state as one of the eight regions of the country. Thus it happens that in the volumes on enrollment and on teacher training, as well as in numerous passages in those on achievement tests and on the teaching of the modern foreign languages (objectives, organization, methods), California appears as the only state where the facts regarding the statistical position of the modern foreign languages in the various types of secondary schools and the professional status of the modern language teacher, as well as the facts of achievement and organization, may be read and compared with those found in other sections of the country without the necessity for a secondary and special analysis. Unfortunately the report on enrollment does not present the college statistics for the great state on the Pacific Coast on as ample a scale as for the other sections. In the mighty drive which the Study made for college figures in 1925-26, only one state-supported institution in California responded with usable statistics, the Southern Branch of the University of California at Los Angeles.

"Westward the star of empire takes its course." This winged word of Bishop Berkeley of two centuries ago, which has been so abundantly illustrated in the political and commercial, not to mention the horticultural and social annals of the country, was also truly prophetic in the modern language field, at least so far as statistics can tell the tale. In reality there are only two

sections of the United States where modern languages play a quantitatively important rôle, the Northeastern states, including New England, New York and its immediate neighbors to the South, and the Southwestern states, lying along the Mexican border from Texas to the Pacific. Based on positive information from 70 per cent of the secondary schools and a considerably larger percentage of the secondary school pupils of the United States, the statement may be made that New England, New York, Texas and California contain nearly one-half of all modern language students in the high schools of this country. California has in its high schools almost 9 per cent of all the modern language enrollments in the Union, including 17 per cent of the Spanish enrollment. As might be expected from its tradition and geographical position, it has four Spanish students to one French student, although it is not so exclusively a state of Spanish interest as Oklahoma or Texas or the intervening country. While in 1925 nearly 17,000 Latin pupils were reported from its high schools, its enrollment in this language, while larger than that in French, was less than 40 per cent of the Spanish enrollment. In fact, California is distinctly a state of low interest in the ancient language. In the entire Union only Utah and Nevada have smaller percentages of Latin pupils in those public secondary schools where Latin is offered.

In the modern languages however, as remarked, California, through its large Spanish enrollment, plays absolutely and relatively a great rôle. Of the 176,516 pupils reported from the secondary schools in 1925 (and it must be said again that only those schools have been tabulated which actually had modern language or Latin pupils or both), 32 per cent were enrolled in modern language courses. This is slightly greater than the Texas percentage (31), and

is surpassed in the Union only by New York, New Jersey, the District of Columbia and the six New England states, if we disregard Arizona and New Mexico, where the enrollment includes only one modern language, Spanish. As is to be expected from its history and the make-up of its population, New Mexico, although reporting only a small number of students, leads the way in foreign language interest, with 58 per cent of its pupils in Spanish classes. Its nearest competitor in foreign language enrollment is New Hampshire, with 49 per cent of its students in modern language courses, nearly all in French courses. After these follow Massachusetts, Rhode Island and New York, the Empire State with its more than 120,000 modern language enrollments, distributed over at least five languages, recording the richest field of language offerings. Compared with these figures, the South and the states lying in the Mississippi Valley show a very small percentage of modern language students.

In contrast with eastern as well as western areas, California is a region of prevalently middle-sized and large schools. Only Rhode Island and New Jersey have a larger percentage of schools with more than 300 pupils, and the proportion of California schools which have more than 1,000 pupils exceeds by a significant figure that of any other section. The state also has a larger percentage of public schools located in cities of more than 100,000 than in any other state in the Union, Connecticut and Massachusetts, its nearest competitors, following appreciably behind. Californians will understand the conditions which have made its public school population so largely an urban population. When we examine the relation between the larger and smaller schools and communities and modern language studies, we find that California, like Texas and New England, offers a surprise. Throughout the country, with the exception of the extreme Northeast and Southwest, the modern languages are urban subjects, the percentages of enrollment rising and falling with the size of the community and the size of the school. Taking the United States as a whole, we find 45 per cent of all modern language pupils living in communities of more than 100,000, while in schools of more than 1,000 pupils one-third of all students are registered in modern language classes,

as against one-fourth in all public secondary schools taken together. Throughout the greater part of the country a rise in modern language registration proceeds regularly as we advance from communities of less than 2,500 to those of 100,000 and from schools of 50 pupils to those of more than 1,000.²

California, like Texas and to a somewhat less degree New England, shows here a striking variation from the national norm. In the Coast state the percentage of pupils enrolled in the modern languages in the junior high school shows practically no difference in communities of varying size. In the regular high school the differences are insignificant until we reach the cities of more than 100,000, where the percentage of modern language enrollment rises sharply. As concerns the size of schools, the *smallest* schools of all types in California actually enroll a greater percentage of their pupils in modern language classes than the larger schools. New England and Texas present essentially the same picture. In these three areas of keen modern language interest the subject is not an urban subject and not a subject for the larger schools, as elsewhere, but extends into the smallest rural communities and the smallest schools. Apparently the foreign language interest in California, as in New England and in Texas, is not the result of academic requirements or scholastic traditions, but is deeply rooted in the state's history and springs from social needs which are felt beside the rural fireside as well as in the city streets.

That the foreign language offering in the California schools is not so varied as in New York and in Massachusetts is of course natural. The Eastern states experience the full force of the wave of immigration and the nationalistic enthusiasms which have brought to the school program other languages than those of major interest. Only five schools in California report Greek students and only six report Italian. Hebrew, Bohemian, Polish and the Scandinavian languages do not appear on the Study's reports and if there are courses in the Oriental languages in the secondary schools of California they are in institutions which sent back no questionnaires. On the other hand, schools offering only one foreign language are proportionately less numerous in California than in any other state west of the Atlantic seaboard. Out of the 336 public secondary

schools reported from the state, 320 offered Spanish, 262 Latin and 160 French, while only 25 offered German, a number which has doubtless increased since 1925. As these figures indicate, Spanish and Latin form the most frequent combination offered in the California schools, appearing on the programs of nearly one-third of the total. These figures do not of course represent adequately the foreign language opportunities of California pupils, since the larger registrations occur in the schools with a richer modern language offering. Nearly one-third of the schools in the state, enrolling more than 60 per cent of the secondary school population, offer three foreign languages: French, Spanish and Latin. Indeed, a survey of the enrollment shows that less than 2,000 of the more than 176,000 high school students reported from California have no opportunity to study Spanish through not finding it on the school program. On the other hand, nine out of every ten may study Latin if they desire and 76 out of every 100 may study French. If all the foreign language pupils in California were marshalled in companies of 100, it would be found that 60 of each company study Spanish, 23 Latin, 16 French and one German, although in considering the German ratio it must be remembered that these figures are now more than two years old.

This brief review of the statistical position of the foreign languages in California shows several interesting things. It shows that the state belongs with New England, New York, New Jersey and Texas in the front rank among the regions of modern language interest, and that this interest is not an affair merely of the larger schools and urban communities. It shows also that while California has a more decided preference for one language (Spanish, of course) than any of the Northeastern states, it nevertheless offers large opportunities in French and Latin as well as in Spanish. All of this has probably long been known in its general features to those familiar with educational conditions in California. The first impression which a statistical review makes is to confirm previous impressions: its value lies in stripping off the haze of uncertainty and subjective ideas and letting in the light of a searching analysis. Such an analysis of the California modern language figures brings out some facts which will certainly be new

even to experts in the state's educational organization.

There are two major questions which concern the organization of modern language teaching in this country and which call for a solution: first, the proper age of beginning the study of modern languages and, second, the minimum length of time for which this study can profitably be undertaken for the attainment of worth-while objectives. Until an answer is found to these questions which is based on more valid data than have heretofore been assembled, our curriculum making will continue to rest on unsubstantial foundations. The solution will of course have to come on experimental paths and will need the guidance of standardized achievement tests and frequency studies of vocabulary, idiom and syntax, as well as experiments with controlled classes over a term of years. In the meantime the proper starting point for the inquiry is to find out what the practice is at present, and this is possible for the first time through an analysis of the statistics of enrollment in the various school grades.

In the first place, how long is the modern language course now in the secondary schools? An answer to this question may be made on the basis of returns from ten representative states: Massachusetts, New York, Virginia, Illinois, Ohio, Kansas, Missouri, Texas, Washington and California. These states enrolled in 1925 nearly one-half of all the French pupils and over 60 per cent of all the Spanish pupils in the country. The 233 regular high schools in California offered courses in French and in Latin which on an average are considerably shorter than those reported from Massachusetts and New York, but on the other hand, offered longer courses in Spanish, a subject to which nearly two-thirds of these schools give three years or more. The California schools offering only one year or two years of modern language work are the smaller ones, and nearly 70 per cent of the state's pupils in schools teaching French and 86 per cent in those teaching Spanish may pursue these subjects for three years, if they desire.

Let us see how far they avail themselves of this opportunity. It is of course useless to offer a longer course than two years if the pupil postpones beginning until the eleventh grade. The advocates of the junior

high school have always claimed that this type of school provides a special opportunity for modern language study through pushing the year of beginning back to an earlier age. California has shown itself very well disposed toward the junior high school type; indeed, one-tenth of all the junior high schools reported to the Study lie in California, which is second only to Massachusetts and New Hampshire in the ratio of junior high schools to all secondary schools. The state enrolls nearly 20 per cent of its modern language pupils in the junior high school, a larger proportion than any other state. As a consequence a greater percentage of California's modern language beginners are found in the seventh and eighth grades than is the case in any other state except Texas. Nevertheless, the 9th grade or later is still the age of beginning for more than 70 per cent of the French and the Latin pupils and more than 80 per cent of the Spanish pupils in California. As it is, however, a very large part of the French students and 90 per cent of the Spanish and the Latin students of the state begin the subject early enough to carry on in high school for four years if they desire.

Do they take advantage of this opportunity? What is the duration of modern language study in the California schools? In spite of the fact that a larger proportion of California's pupils get off to an earlier start in modern language study than in any other section, the number which continues the study of the language longer than two years is at present very small. Of the state's Spanish students, 89 per cent are found in the first two years of study; of the French pupils, over 86 per cent, and of the Latin pupils, nearly 91 per cent. These figures are very close to the national average; indeed, in spite of the keen modern language interest in certain sections of the country, like New England, New York, New Jersey and the Southwest, the story is everywhere the same. French, Latin and Spanish are still in these sections, as elsewhere, limited to two years of study for approximately 85 per cent of the students who begin them.

It would be a mistake to regard this only as a cause for discouragement, knowing as we do how little is at present accomplished in the average school in two years of language study. It is a challenge as well. It is quite clear what position the modern language

teacher must take with respect to the length of the period of study. It is this: it must be long enough to attain useful objectives as shown by standardized tests of achievement, otherwise the course is a waste of the pupils' time and the taxpayers' money. Certainly the first and fundamental objective of modern language study is the ability to read the language after study has ceased. As to the length of time necessary to attain reading ability, we are still in the dark, but just here the field is most inviting for experiment and the modern language teacher now has in the tests issued by the American Council³ adequate tools for measuring the basic capacities on which reading ability rests. An energetic use of these and an experimentation with minimum essentials in vocabulary and idiom will certainly help to clarify our knowledge of the proper length of the course.

*Professor Fife served as Chairman of the Modern Foreign Language Study, 1924-1927, the national survey conducted under the joint auspices of the American Council on Education and financed by the Carnegie Corporation of New York.—Editor's note.

³Issued as "Publications of the American and Canadian Committees on Modern Languages," as follows: Vol. I. New York Experiments with New-Type Modern Language Tests, by Ben D. Wood (published by The Macmillan Company); Vol. II. A Laboratory Study of the Reading of Modern Languages, by G. T. Burwell (Macmillan); Vol. III. A Graded Spanish Word Book, compiled by Milton A. Buchanan (University of Toronto Press); Vol. IV. Enrollment in the Foreign Languages in Secondary Schools and Colleges of the United States, compiled by C. A. Wheeler, and others, with introduction and analysis by Robert Herndon Fife (Macmillan); Vol. V. Achievement Tests in the Modern Foreign Languages, by V. A. C. Henmon, *in press*; Vol. VI. Modern Language Instruction in Canada, Part I (U. of T. Press); Vol. VII. Modern Language Instruction in Canada. Part II (U. of T. Press); Vol. VIII. An annotated Bibliography of Modern Language Methodology, compiled by Milton A. Buchanan and E. D. McPhee (U. of T. Press); Vol. IX. A German Frequency Word Book, arranged and edited by B. Q. Morgan (Macmillan); Vol. X. A German Idiom List, compiled by Edward F. Hauch, *in press* (Macmillan); Vol. XI. A Spanish Idiom List, compiled by Hayward Keniston, *in press* (Macmillan); Vol. XII. The Teaching of Modern Foreign Languages in the United States, by Algernon Coleman, *in press* (Macmillan); Vol. XIII. The Training of Teachers of the Modern Foreign Languages, by C. M. Purin, *in press* (Macmillan); Vol. XIV. Prognosis Tests in the Modern Foreign Languages, *in Ms.*; Vol. XV. A French Frequency Word Book, compiled by V. A. C. Henmon and George E. Vander Beke, *in Ms.*; Vol. XVI. A French Idiom List, compiled by F. D. Cheydleur, *in Ms.*; Vol. XVII. Studies in Modern Language Teaching, *in Ms.*

⁴Latin moves exactly in the opposite direction, although the variations are not so regular. In general, however, it may be said that the largest percentage of Latin pupils is to be found in the smallest schools and the smallest communities and the smallest percentage in the largest schools and the largest communities.

⁵American Council Alpha Tests in French, German, Spanish and Italian, published by the World Book Company, Yonkers-on-Hudson, N. Y.

MODERN FOREIGN LANGUAGE VALUES

F. H. REINSCH, President, Modern Language Association of Southern California
University of California at Los Angeles,

ALICE L. GILLMANN, Chairman, and ELIZABETH N. REED, Education Committee
John C. Fremont High School, Los Angeles

DURING recent years the value of almost every subject included in the high school curriculum has been questioned, and the objectives of teaching each one have been re-defined. From this general examination of values the modern foreign languages have not been exempt.

The California Curriculum Commission is at the present time endeavoring to determine how the curricula of junior and senior high schools may be adjusted, enriched, and improved. State Superintendent William John Cooper has invited The Modern Language Association of Southern California to co-operate in this undertaking. The Association will act at its October meeting upon certain definite recommendations which will be presented by its special Committee on Coordination. In order to facilitate the work of this committee, the Association requested its Education Committee to prepare a statement of the purpose of modern language instruction and of the specific reasons for the study of each of the languages.

The Education Committee has utilized the material collected by the Spanish, French, and German sections for their symposia at the April meeting of the Association, and has also sent letters of inquiry to a number of well-known California educators. A uniformly high estimate is placed upon the study of modern languages by those in a position to speak with authority.

President W. W. Campbell of the University of California believes with many others that modern languages "tend to give mental discipline and produce trained minds," and that they inculcate "habits of thoroughness and exactness in mental work." Regarding the specific contribution of the study of languages he says:

"The knowledge of a foreign language permits communication directly with the people who speak it, opens up a vast storehouse of human thought, and to the extent to which it is actually used, makes for better

mutual understanding and appreciation on the part of those who use it. A reading knowledge of the more important modern languages enables one to keep in touch with the latest findings in science, the latest works in literature, and the most advanced movements in the arts. Also, a knowledge of languages gives the possessor a better insight into the workings of his own mother language than can be secured in any other way."

Director Ernest C. Moore of the University of California at Los Angeles, states his approval of foreign language instruction as follows: "I am convinced that the reason for studying languages is to get access to the thoughts in them. It is a means, but an indispensable one. . . . Our life is too short for occupations and exercises which do not specifically minister; but learning to read and speak German, French, Spanish, and Italian needs no justification, for it is self-evident that it is necessary to any one whose lines of life cross those fields."

President James A. Blaisdell of Claremont Colleges, Pomona, writes: "To my mind the importance of the study of modern languages can hardly be over-estimated. The world has grown so close together that the power of intercommunication has become an imperative need of any co-ordinated society, and the inheritance of the various national cultures should be made the possession of all men who would acquire the world's intellectual riches."

President R. B. von KleinSmid, University of Southern California: "For pedagogical reasons the foundations of a foreign language should be laid in the high schools, if not in the elementary schools, so that a student may derive the fullest benefit from his college career unencumbered by the meeting of requirements that might have and should have been completed at an earlier age."

The importance of the civic contribution

of foreign language instruction is aptly brought out by Superintendent Susan M. Dorsey of the Los Angeles City Schools. She calls attention to the fact that our nation "is a great composite of many foreign tongues and that to enter into any full comprehension or appreciation of this rich composite, the best approach is through the study of as many foreign languages that have contributed to this composite as time and life-plans permit. . . . To study one or more of the great foreign languages of those peoples who have influenced our mother tongue through long periods of close relationship is of unquestioned value."

That the ability to read foreign languages is indispensable to the professional or research student is the unanimous testimony of those engaged in these fields. The following statements are typical of many received by the committee:

Professor A. P. McKinlay, Chairman of the Department of Classical Languages, and Chairman of the Committee on Disqualified Students, University of California at Los Angeles: "As a teacher of Latin and as Chairman of a committee that deals with misfit collegians, I strongly urge all matriculants at college to offer three or four years of one foreign language and two or three of another. Such students will find their college programs much more elastic and will reduce the danger of failure to the minimum."

Professor E. R. Hedrick, Chairman of the Department of Mathematics, University of California at Los Angeles, and Editor-in-chief of the Bulletin of the American Mathematics Society: "Some knowledge of at least German and French is so necessary that it is commonly specified as an absolute requirement for graduate work in mathematics."

Dean W. Ophüls, College of Medicine, Stanford University: "I wish to say that the importance of the knowledge of modern languages for all those who wish to study medicine is obvious. Many of the important fundamental papers in the field of medicine have appeared in foreign periodicals or have been presented in monographic form by foreign writers. Very little of this material has ever been translated into English. For this reason it is impossible for a student of medicine to study the original sources with-

out at least having a thorough reading knowledge of French and German."

Similar recommendations and requirements of various departments of colleges and universities are in the hands of the committee and may perhaps be published at a later date. The following paragraph from the letter written to the committee by Mr. A. E. Monnette, Chairman of the Los Angeles Public Library Board and Vice President of the Bank of Italy, voices the appreciation of scores of business and professional men: "From an educational viewpoint, a study of modern languages is necessary to give proper equipment in modern life, and naturally increases the opportunity, power and development of mental and social efficiency. With rapid advancement in other directions, so varied and complex, it would seem impractical to set any limits for language development. Therefore, modern languages are not only of value, but becoming more important every day."

Frederick Monson, F.R.G.S., Pasadena, sums up the advantages to be gained from a study of languages as follows: "To speak a foreign language is to possess a chest of tools, with which all manner of things may be built; friendships, untold pleasures, understandings, which, in turn, are tools in themselves capable of opening up vaster fields than one would even dream of. The literature of a country, the hearts of her people, the business opportunities,—all these are yours for the asking; but you must ask in the tongue of your host."

Aside from the general value common to the study of all languages there are certain specific reasons why one language may be of greater importance than another for the individual student. His nationality or parentage, his probable occupation, his opportunities for travel, or the presence of immigrant groups in his locality may become determining factors.

A knowledge of Spanish is of great importance in the southwestern states because of their Spanish historical background, their nearness to Mexico, and the large proportion of Mexicans in their population. The economic value of a knowledge of Spanish is obvious. The United States carries on a large trade with Mexico and with Central and South America. To compete with the European commercial houses, American

salesmen must be able to use the Spanish language.

The following letter from a Los Angeles exporting firm, the Brownstein-Louis Company, will serve to illustrate the importance of Spanish as a trade asset: "Our establishment at the present time is doing an active business in Central and South America, and it is essential that sales representatives in those countries have a thorough knowledge of Spanish. Without it, it would be almost impossible to do business in a satisfactory manner."

In view of the popularity of Spanish in our schools it is perhaps unnecessary to emphasize the large contribution which Spain has made to the world's culture through her literature and her art. Such men as Calderón, Lope de Vega, Cervantes, and Velázquez have made a lasting impression upon civilization. In modern times, as well, Spanish and Latin-American intellectuals are prominent in many fields. Rubén Darío, Enrique Rodó, Unamuno, Benavente, Zuloaga and many others deserve a much wider recognition than they have as yet received.

For the study of French several specific reasons may be advanced. A relatively large proportion of the English language is of French origin, either through modern borrowing or dating from the Norman Conquest. France has for centuries been recognized as a leader in the world's culture and civilization. In every field France has been preëminent.

To indicate the wealth and variety of her contribution to culture, it is only necessary to mention a few of her outstanding leaders: in literature, Corneille, Racine, Molière, Victor Hugo, Balzac, Anatole France; in music, Gounod, Massenet, Saint-Saëns, Bizet, Debussy; in art, Corot, Millet, Rosa Bonheur, Edouard Manet, Greuze, Watteau, Rodin; in history, Michelet, Taine, Renan; in philosophy, Descartes, Voltaire, Auguste Comte, Bergson; in science, Pasteur, Pascal, Lavoisier, Ampère, Madame Curie; and in education, Rabelais, Montaigne, and Rousseau.

French is universally regarded as the language of diplomacy and it is acknowledged by all that no student who desires to pursue graduate work in any of our colleges or universities can afford to omit French from his course of study.

Recommending the re-introduction of the study of German into American high schools Glenn Frank, President of the University of Wisconsin, says: "The war and post-war ban on the study of German in the high schools of the United States has seriously crippled the development of research and scholarship and advanced work in our professional schools."

The renewal and expansion of our commerce with Germany and our increasing confidence in the stability of the German republic have not as yet produced an appreciable effect on the number of students enrolled in German classes in our schools and colleges. It is, therefore, perhaps fitting that the specific values of German should be presented here in somewhat greater detail.

Educators, publicists, scientists, and professional men in all parts of the country agree in urging the present generation of high school students to study German.

Nicholas Murray Butler, President of Columbia University, writes: "German science, German literature, German art and German industrial and commercial activity are part of the world's best possessions."

William P. Faunce, President of Brown University: "I cannot too strongly urge that the study of the German language and literature should be resumed or continued in all our important high schools and colleges."

Willis Rodney Whitney, Director of the Research Laboratory of the General Electric Company, Schenectady, New York: "Certainly anyone undertaking research as a life work without a reading knowledge of German carries a real handicap. . . The character which Germany has shown for a century in relation to accurate and new knowledge of material things is in no wise reduced, and her scientific literature is still the greatest of any country."

Professor W. C. Morgan, Chairman of the Department of Chemistry, University of California at Los Angeles: "To anyone intending to enter the field of science, it is absolutely necessary that he have a reading knowledge of German. The chemist and the physician cannot get along without it. Students coming from the high school with no knowledge of German must take this work in college, and this, of course, acts as a penalty on those who did not have it in the high school. In my judgment, there is no room for two opinions on this subject."

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A knowledge of Spanish is of great importance in the southwestern states because of their Spanish historical background, their nearness to Mexico, and the large proportion of Mexicans in their population. The economic value of a knowledge of Spanish is obvious. The United States carries on a large trade with Mexico and with Central and South America. To compete with the European commercial houses, American

salesmen must be able to use the Spanish language.

The following letter from a Los Angeles exporting firm, the Brownstein-Louis Company, will serve to illustrate the importance of Spanish as a trade asset: "Our establishment at the present time is doing an active business in Central and South America, and it is essential that sales representatives in those countries have a thorough knowledge of Spanish. Without it, it would be almost impossible to do business in a satisfactory manner."

In view of the popularity of Spanish in our schools it is perhaps unnecessary to emphasize the large contribution which Spain has made to the world's culture through her literature and her art. Such men as Calderón, Lope de Vega, Cervantes, and Velázquez have made a lasting impression upon civilization. In modern times, as well, Spanish and Latin-American intellectuals are prominent in many fields. Rubén Darío, Enrique Rodó, Unamuno, Benavente, Zuloaga and many others deserve a much wider recognition than they have as yet received.

For the study of French several specific reasons may be advanced. A relatively large proportion of the English language is of French origin, either through modern borrowing or dating from the Norman Conquest. France has for centuries been recognized as a leader in the world's culture and civilization. In every field France has been preëminent.

To indicate the wealth and variety of her contribution to culture, it is only necessary to mention a few of her outstanding leaders: in literature, Corneille, Racine, Molière, Victor Hugo, Balzac, Anatole France; in music, Gounod, Massenet, Saint-Saëns, Bizet, Debussy; in art, Corot, Millet, Rosa Bonheur, Edouard Manet, Greuze, Watteau, Rodin; in history, Michelet, Taine, Renan; in philosophy, Descartes, Voltaire, Auguste Comte, Bergson; in science, Pasteur, Pascal, Lavoisier, Ampère, Madame Curie; and in education, Rabelais, Montaigne, and Rousseau.

French is universally regarded as the language of diplomacy and it is acknowledged by all that no student who desires to pursue graduate work in any of our colleges or universities can afford to omit French from his course of study.

Recommending the re-introduction of the study of German into American high schools Glenn Frank, President of the University of Wisconsin, says: "The war and post-war ban on the study of German in the high schools of the United States has seriously crippled the development of research and scholarship and advanced work in our professional schools."

The renewal and expansion of our commerce with Germany and our increasing confidence in the stability of the German republic have not as yet produced an appreciable effect on the number of students enrolled in German classes in our schools and colleges. It is, therefore, perhaps fitting that the specific values of German should be presented here in somewhat greater detail.

Educators, publicists, scientists, and professional men in all parts of the country agree in urging the present generation of high school students to study German.

Nicholas Murray Butler, President of Columbia University, writes: "German science, German literature, German art and German industrial and commercial activity are part of the world's best possessions."

William P. Faunce, President of Brown University: "I cannot too strongly urge that the study of the German language and literature should be resumed or continued in all our important high schools and colleges."

Willis Rodney Whitney, Director of the Research Laboratory of the General Electric Company, Schenectady, New York: "Certainly anyone undertaking research as a life work without a reading knowledge of German carries a real handicap. . . The character which Germany has shown for a century in relation to accurate and new knowledge of material things is in no wise reduced, and her scientific literature is still the greatest of any country."

Professor W. C. Morgan, Chairman of the Department of Chemistry, University of California at Los Angeles: "To anyone intending to enter the field of science, it is absolutely necessary that he have a reading knowledge of German. The chemist and the physician cannot get along without it. Students coming from the high school with no knowledge of German must take this work in college, and this, of course, acts as a penalty on those who did not have it in the high school. In my judgment, there is no room for two opinions on this subject."

Bennet Mills Allen, Professor of Zoology and Pre-medical Advisor, University of California at Los Angeles: "In order to meet the requirements for entrance into our medical schools, our pre-medical students are required to have a year of German or French in college,—the equivalent of over three years of high school language. . . I do not hesitate to say that the German language is far preferable to French in the equipment of medical students because of the greater amount of scholarly work along these lines done in German-speaking countries."

Professor S. J. Barnett, Chairman of the Department of Physics, University of California at Los Angeles: "For the study of physics, German is unquestionably the most important of the foreign languages. Everyone undertaking the subject should master it as a necessary tool, and the sooner in his career that is done the better for him."

Professor Paul J. A. Meillet, Collège de France, a preëminent modern authority in philology: "The knowledge of German is a necessity to all who would be men of culture. There is no branch of human knowledge to which the Germans of the nineteenth century have not made an important contribution. Nowhere have there been published more complete manuals, presenting the fundamental facts of entire sciences. Germany is the country of the great and well-edited bibliographies. . . To be ignorant of German signifies almost invariably to fail to reach the level of the science and technique of one's time."

Henry S. Pritchett, President of the Carnegie Foundation for the Advancement of Teaching, recently summarized the specific reasons for studying German as follows: "It seems to me that the need for the teaching of the German language in the secondary school is so obvious that there can be only one opinion about it. German is one of the great cultural modern languages. The literature in that language is indispensable to students of medicine, chemistry, physics, biology and all branches of applied science. The same thing is true of economics, history, and psychology. . . In the interests of the advancement of research and scholarship, as well as in the promotion of international understanding, the German language should be restored to its rightful place among the studies of the secondary school."

Lack of space prevents the publication at present of a large number of similar statements of fact and expressions of opinion which have come to the attention of the committee. That the study of German has been resumed more rapidly in the eastern and middle western states than in California is perhaps natural, but, in fairness to pupils in junior and senior high schools everywhere, they should be advised of the relative importance of German in the various fields of activity in which they may be interested.

The time is past when foreign language teachers might regard themselves as representatives of an alien culture seeking to perpetuate itself on American soil. Their primary aim is to prepare America's youth for the tasks of tomorrow. The study of foreign languages opens up "vaster fields than one would even dream of." A thorough knowledge of other languages is of incalculable value to any person in whatever walk of life. Through training in languages the student develops memory and power of analysis; likewise, he learns to observe more keenly and to think more clearly.

Modern foreign languages, accordingly, deserve a prominent place in every junior and senior high school because they improve the student's ability to use the mother tongue and train and enrich his mind; because they are absolutely necessary in many professions and advantageous in most occupations; because they broaden the individual's conception of human life, and assure better intellectual leadership for the future.

Each of the modern languages contributes toward the attainment of these ends, but some are more valuable than others in certain fields. Spanish is a valuable asset for those interested in our cultural or commercial relations with Spain, Mexico, Central or South America; for those who deal directly with the Mexican people living in the southwestern states; and for those specializing in California history. It is also obvious that students preparing to enter a college or university should acquire a reading knowledge of both French and German at their earliest opportunity, especially if they desire to pursue advanced study in English, in music or art, in European or English history, in sociology, political science or economics, in mathematics, or in any of the natural sciences.

LA ESPAÑA DE MIS ENSUEÑOS*

VERNETTE TROSPER, *Hollywood High School, Los Angeles*

SIENDO niña siempre soñaba de la tierra de los duendes, pero ahora cuanto me alegro de encontrarme, al dormir, en la España de mis ensueños. Caigo en Sevilla, la ciudad más fascinadora de España, en un patio de mármol de una casa morisca. En el ambiente hay la fragancia de claveles, de albahacas, y de los naranjos, cuyos flores se menean en la brisa fresca como ánimas blancas que bailan a la luna. Oigo el chapoteo del agua que surge de la fuente en medio del patio, y de vez en cuando el sonido melodioso de una guitarra sube de la calle. Abro la ventana y a la luz de la luna, montado en un caballo alto y blanco, veo a un galante caballero aragonés. La brisa jugaba con sus cabellos rubios, y los dientes blancos se asoman entre sus labios rojos mientras me mira y sonríe. Canta una serenata de suave tono sentimental, y yo, a la Española, le arrojo la rosa que llevo en mis cabellos. La toma como señal de mi aprobación, baja del caballo, y se acerca a la reja.

Pelamos la pava y al fin pide que yo dé un paseo con él, Consiento y él, gozoso, me envuelve en su capa y me ayuda montar en el caballo. Me agarro de él, y luego nos encontramos galopando por los campos y valles de España dejando una nube de polvo en el viento. El campo y sus habitantes duermen tranquilos bajo la luna vigilante y la suave brisa perfumada. A veces vemos a una luz solitaria en una ventana y oímos, al pasar por una aldea, a un grupo que celebran el encanto de la noche bailando a la música de una guitarra en la plaza. De vez en cuando nos pasa otro viajero a caballo envuelto en un manto—oscuro, silencioso, y alerta.

Nos dirigimos hacia Granada. Al amanecer fijamos la vista en los prados llenos de flores amarillas, que rodean a esta ciudad de encanto. Por las puertas abiertas de las alquerías podemos ver a los campesinos desayunando cerca a las chimeneas. Muchas veces en los caminos por las montañas oímos el chirrido de ruedas y nos encontramos con una carreta de bueyes, en camino al mercado cargada de hierba y guiada por un boyero

que canta alegremente. Una vez tropezamos, en un paso estrecho, con una diligencia vieja. Chasquea el látigo, y el cochera arrea a sus doce mulas extendidas en línea mientras nosotros nos dirigimos a un lado para dejar el camino al coche.

Pasamos por un valle y nos acercamos a las montañas cubiertas de nieve que dan al norte de Granada. Las torres esbeltas de la Alhambra aparecen como ilusiones bajo los rayos del sol, y allá detrás de los cipreses y los álamos podemos ver al Generalife. Al pie del cerro, donde está situada la Alhambra, está la ciudad romántica de Granada. Cabalgamos por las calles estrechas y torcidas: Ya está despierta la ciudad. Señoritas hermosas nos miran de los balcones de las casa altas. Al fin llegamos a la Alhambra con su arquitectura morisca, sus columnas delicadas, y los patios y arcos arabescos donde nos divertimos por muchas horas. Al anochecer nos sentamos al lado de la fuente de los leones y vemos asomar las estrellas. Envuelto en el manto de la noche, el misterio del palacio es más encantador que nunca. Parece que sueña, con tristeza, de los días de antaño.

De nuevo partimos para el norte. Aparecen hermosas viñas, y siguiendo el camino tortuoso que da a la Mancha entramos en Valdepeñas. Es domingo, el día de mercado en esta ciudad. Los campesinos de los alrededores venden todos los productos manchegos, y entre ellos las mujeres de Valdepeñas se pasean lentamente con cestas al brazo. En todas partes hay una confusión artística—colores vivos de los mantones de las mujeres, los vestidos más apagados de los campesinos, y una variedad de legumbres, melones, y frutas amontonados en el suelo. Los ruidos se confunden también. Se oye al mismo tiempo los gritos de los vendedores, el cacarear de unas gallinas, y el charlatanear de los compradores. Me gustan más los pintorescos vendedores de flores, uvas, e higos. Sus gritos melodiosos nos atraen y compramos frutas que venden en cestas de esparto hechas a mano. Mi caballero rubio me da un ramillete de flores, y pone en mis cabellos una rosa para reemplazar la que le di.

Nos ponemos en camino al anochecer. Al

*This is the prize-winning essay in the annual national contest, conducted last spring by LA PRENSA, Spanish daily newspaper of New York City. It received the National First Prize of \$100 in Group I (secondary schools). It is here printed, through courtesy of LA PRENSA, as originally submitted.—Editor's note.

pasar por los pueblos pequeños nos fijamos en que las estaciones de los ferrocarriles son los puntos de reunión. Los habitantes vienen para ver pasar los trenes. Las señoritas se pasean por el andén, abanicándose con ventales de muchos colores que agitan a los viajeros cuando sale el tren de la estación. Los labradores, jóvenes, y guardias civiles fuman y charlan por todas partes.

Ahora llegamos a Madrid, la capital de España. Tiene la apariencia de una ciudad moderna con sus edificios, cafés, y hoteles elegantes, sus tiendas lindas, iglesias de fina arquitectura, y el magnífico Palacio Real. Por supuesto vimos al Museo del Prado y la Armería, pero notamos más la elegancia de la corte, de la Puerta del Sol, y de la felicidad de la gente. Pasamos por las calles que dan a la Puerta del Sol. Por la tarde la

nobleza se pasea por el Buen Retiro, un parque grande que tiene jardines bonitos con cuadros de flores delicados, árboles viejos, y estatuas hermosas. Miramos a las mujeres y a los galanteadores en automóvil, de pie, de caballo, y en coche. Muchos transeúntes pasean por las aceras anchas. A la puesta del sol andan por los parques los novios con las manos cogidas.

Poco a poco la escena comienza a palidecer y de pronto pierdo el país romántico. Creo que nunca me olvidaré de los pueblos serenos, las casitas blancas, las calles lucientes, las torres esbeltas, las flores meridionales, la caballerosa cortesía tan refinada, y la hospitalidad tan sincera de los españoles; y sé a fondo que siempre recordaré a mi aventura con mi caballero rubio de la sonrisa adorable.

EL DESCUBRIMIENTO DEL OCEANO PACIFICO*

RAY OELSCHLAGER, *Hollywood High School, Los Angeles*

¡A H-H-H, lo desahogado que estoy al fin de tantos siglos de callar como esfinge! Dios acaba de darme a mí, el Océano Pacífico, el poder de hablar para cumplir uno de esos deseos antiguos de los hombres. Siempre suelen decir:—¡ Ojalá que pudiésemos oír hablar al Océano para enterarnos de sus secretos!—Ya he de revelar uno de estos secretos tan apetecidos a los hombres en lo siguiente.

Muchos años ha, al principio del siglo XVI, todavía les quedaba yo desconocido a los europeos, y no sólo por eso, sino también por ser más las aguas más anchas de cualquier mar, yo estaba acostumbrado a despreciar a mis convecinos, más a mi hermano, el Atlántico, que a nadie a causa de haberles permitido él a los españoles que le atravesaran en sus buquezueltos de vela.

La cercanía de aquellos intrusos en el Nuevo Mundo me causaba temer no sea que me estorbasen el santo desconocimiento que mi altivez me aconsejaba que guardase, de modo que, cuando mi hermano me refería esta llegada de los invasores al encontrarnos

según costumbre en el Cabo de Hornos, prorrumpí muy iracundo:

—¡ Ya has hecho el bobo! ¡ Qué falta de energía llevas! ¡ Necio! ¡ Mentecato! ¡ Debes volver a jugar con los niños!

Y él redarguyó con rencor:

—Deja de desprecios. Hice todo lo posible para atajarlos. Otras nuevas hay de que los indios te han vendido y de que los españoles se alistan a ir en tu busca. Siendo tú de tan mal humor, espero que vengan pronto a tu descubrimiento.

Con que yo me iba precipitadamente pensando prepararme o a destrozarlos, o a darles una bienvenida que los asustara hasta hacerlos alejarse cuanto antes a no volver. Además de obtener el auxilio del poniente, no había mucho que hacer hasta la venida esperada de los intrusos sino aumentar mi rabia para satisfacer mi altivez; es que era ella el ama y yo su esclavo entonces.

Conforme ascendía el tiempo de esperar, ascendía mi impaciencia hasta una mañana algunos veintiseis días después de la salida de los españoles. Aquella mañana escudriñaba las montañas ístmicas como siempre cuando, ¡he aquí! allá en la cumbre de las que contemplaba estuvieron los españoles. Parecían locos de alegría; gritaban a voces; alababan a Dios por su llegada. Que celebren mientras les quede la oportunidad, pensaba a mí mismo.

*This is the prize-winning essay in the annual national contest, conducted last spring by LA PRENSA, Spanish daily newspaper of New York City. It received First Prize of \$30.00 of Group I (secondary schools) in the Fifth Regional Division, comprising Arizona, California, Nevada, Oregon and Utah. It is here printed, through the courtesy of LA PRENSA, as originally submitted. —Editor's note.

Entonces bajaron a las tierras bajas donde tropezaron con un amigo mío con quien yo no había contado. Éste, un cacique belicoso, hizo por detenerlos por fuerza, pero parecía que ni salvaje ni naturaleza podía atajar al caudillo atrevido de los intrusos, a aquel tío Balboa, y el cacique cayó como los de atrás, dejados a morir en su propio sangre. Este mismo atrevimiento venía de la precisión que iba pisándole los talones de volver a ganar la gracia perdida de los Reyes de España.

Balboa y sus compañeros arribaron a mis orillas un día a la caída de la tarde, y como si él me considerase ser adversario honrado, esperó hasta que estaba yo de plenamar. Entonces Balboa vadeó en mis aguas bulliciosas hasta la cintura, con la bandera de España en la mano izquierda, y con la espada en la mano derecha. En el nombre de los Reyes Católicos tomó posesión de mí, ¡de mí, el poderoso Océano del Sur, como me llamó! Con la furia acorralada de demonio arrojé contra él las marejadas con la mayor fuerza posible en aquella bahía de San Miguel. Pero, ¡ay! ¡ay de mí! Vestía de armadura y por fuertes que fuesen las oleadas lanzadas en contra suya, todavía me llevó la ventaja, de manera que yo perdí la primera lucha. ¡Qué batalla, y lo chasqueado que me dejaba! Si aquélla hubiese sido la primera vista contemplada por Magallanes, no me hubiera llamado Pacífico sino Turbulento.

Al día siguiente, cogidos en el poder de la codicia, embarcaron los forasteros en ca-

noas a fin de llegar a una isla donde vivían algunos indios muy ricos en cuanto a perlas. ¡Qué oportunidad para matarlos! ambición que ya llevaba yo más que nunca. Sin aviso alguno el poniente y yo les asaltamos con una borrasca aterrada. Pero, ¡suerte maldita! a pesar de esto lograron arrastrarse sobre una isleta cercana donde los acometimos de día y de noche hasta la madrugada siguiente sin éxito alguno. Volvieron a vencer los intrusos, regresando a tierra firme; y más tarde a su colonia cargados de riquezas arrancadas de los salvajes rapiñados, y famosos por haberme descubierto.

Pero este señor Balboa (que admiraba de mala gana) escapó con sus compañeros no por haber estado yo muerto de cansancio, aunque lo estaba, sino—y aquí vosotros tenéis el secreto tan esperado—por haberme roto el espíritu como el picador rompe el de los potros mesteños. Según los cronistas, he quedado siempre pacífico, y no belicoso, pero que no me han conocido nunca de verdad, ni siquiera saben bien mi historia. Balboa era no sólo mi descubridor sino también mi conquistador—¡en una piragua!—mostrándome a mi pesar que los grandes no son siempre los poderosos.

Quedo siempre muy agradecido a Dios por haberme permitido hablar. Espero que mi historia no os haya aburrido a vosotros, mis lectores. Pero ya parece que es-toy pa-ra-per—der el-l-l ha—a—a—a.

THE FIRST INTERNATIONAL CONGRESS OF LINGUISTS was held at the Hague, April 10-15. The Congress approved, for presentation to the various governments and the proper committees of the League of Nations a request for coöperation, as follows:

The linguistic condition of the world is far from being known adequately for the needs of science; many languages and dialects are on the way to extinction and risk disappearing before they are recorded. The Congress unanimously considers that it is a part of the duty of all governments to organize a study, as complete as possible, of the languages and dialects of all the countries under their rule. A simple and quick method is to send into certain localities of the regions to be explored investigators furnished with a questionnaire to be translated into the speech of each of the localities. The answers can be presented in a cartographic representation; thus there will be secured the elements for the first linguistic atlas of the world. But for a complete idea of the inner nature and functioning of the languages, it is necessary to gather also original texts in each

of the dialects considered, and so far as possible phonographic records. The Congress has appointed a committee to attend to the execution of these propositions and to hold itself at the disposition of the governments and the investigators to help in giving to the investigation the necessary unity.

The Congress addressed also a request to the *Institut de Coopération Intellectuelle de Paris*, to consider and to investigate in what way the indexing of linguistic works and the bibliographies in the same field may be brought into a reasonable degree of uniformity; the answers secured by the *Institut* to be submitted to the Permanent Committee of the Congress, for coördination and report at the next Congress.

The Congress decided in favor of the foundation of a *Revue Internationale de Phonétique*, with central offices in Paris, under the direction of Professor Pernot; an editorial committee of nineteen members was appointed. By special vote of the Congress, this *Revue* is to include also publications of closely allied fields, and special mention was made of a *Bulletin de Phonétique Experimentale*.

QUARTERLY FRENCH BOOK-LETTER

WILLIAM LEONARD SCHWARTZ, *Stanford University*

"**C**HAQUE écrivain a le secrétaire qu'il mérite," they said in Paris, when, after J.-J. Brousson's indiscrete *Anatole France en pantoufles*, Jérôme and Jean Tharaud, formerly the secretaries of Maurice Barrès, published their memories of the writer: *Mes Années chez Barrès* (Plon, 12fr.) In this book, aside from the personal recollections, for instance, of the Tharauds' first glimpse of Barrès, and later, of how he hesitated before denying to his character Frédéric Asmus a kiss from Colette Baudoche, there are special studies of Barrès as a writer, as a politician and journalist, as a deputy in the Chambre, and as a Lorrainer, during his vacations at Charmes. Here we learn that Barrès found much of his literary inspiration outside of his study, and that many pages in his books came to him from his sub-conscious self: "Je ne fais pas les choses, ce sont les choses qui se font en moi." He used to write up and classify similar fragments of prose until by their bulk they formed "un monstre," and then, saying "faisons notre musique," he would attempt a literary revision with the intention to create an atmosphere of mystery about every subject that he chose.

The biographical studies of living writers for this quarter include Madame Jean Portail's *Georges Courteline, l'humoriste français* (Flammarion, 12fr., delightfully illustrated), published with the playwright's own visae, e. g., "Vu (d'un bon œil) Courteline." From this amusing book, let me reproduce one document as accurately as it can be done in the columns of the FORUM:

Cabinet de G. Courteline Paris, le.....
Centralisation des Interviews

Monsieur et cher Confrère

En réponse à votre lettre du.....
par laquelle vous voulez bien me demander mon
avis à propos de.....

J'ai l'honneur de vous informer que je m'en fous
complètement.

Dans l'espoir que la présente vous trouvera de
même, je vous prie d'agréer, Monsieur et cher
Confrère, l'assurance de mes sentiments les plus
dévoués.

Pour M. Georges Courteline
Le Centralisateur général.

Then a word of recommendation must also be given two brief and inexpensive literary biographies: *Paul Valéry, son Œuvre*, by Pierre Guéguen (8 fr.), and *Jean Girau-*

doux, son Œuvre, by Maurice Bourdet (6 fr.), both published by the *Nouvelle Revue Critique*. Bourdet's pamphlet is more of a true biography, whereas Guéguen dwells almost exclusively upon Valéry's writings.

Grasset is publishing a very entertaining series entitled *la Vie de Bohème*, at 12 francs, which includes *La Légende et la Vie d'Utrillo* by Francis Carco, and Rachilde's *Alfred Jarry ou le Surmâle de lettres*. As the hostess of the salon of the *Mercur de France* Rachilde watched and sympathized with the author of *Ubu-Roi*, who addressed his last letters to her from his deathbed—but: "que pourrait-on faire pour ce garçon farouche qui noyait ses appétits de fauve aux abois dans l'absinthe, qu'il appelait l'herbe sainte? Rien! pas même le plaindre! . . ."

Paul Faure's serial in *Les Annales*, his *Vingt Ans d'Intimité avec Edmond Rostand*, has been published by Plon, 12 francs. This narrative opens in 1900, when Rostand first visited Cambo, and tells as much about the garden-lover as about the poet, since Faure watched the creation of "Arnaga," Rostand's home and its gardens, where he composed *Chantecler*. Among interesting confidences concerning his plays, I note a fact that does not appear in the school editions of *Cyrano de Bergerac*, namely, that Rostand, like Cyrano, once dictated love-letters for a shy unhappy friend at Luchon, and that this incident helped the poet to canalize his emotions in creating the play.

The latest *Cahiers* of the *Études françaises* (Les Belles Lettres, 6 fr. each), comprise one extra-literary pamphlet giving facts on the postbellum situation in one of the invaded regions: *La Vie agricole dans la Picardie orientale depuis la guerre*, by A. Arsène Alexandre; an essay and bibliography, very complete in character by Albert Dubeux entitled *Les Traductions françaises de Shakespeare*; and a critical paper by Jean Thomas, the general secretary of the *Association des Études françaises*, dealing with *Quelques Aspects du romantisme contemporain*. Thomas concludes: "Individualisme, tourment de la vie intérieure, mysticisme métaphysique, si ces mots définissent exactement notre jeune littérature, il faudra

bien en ajouter un autre . . . un Romanisme réfléchi, intellectuel, dépouillé des outrances verbales, mal satisfait de soi-même, et obstiné à ne pas s'avouer."

The *Anthologie de la nouvelle poésie américaine* (S. Kra., 25 f.) contains selections from the work of some 125 Americans rendered into French with the usual biographical notes by Eugène Jolas, who edits with Elliot Paul and Robert Sage the interesting American vanguard magazine called *transition*. Interesting as a specimen of the art of translation, this anthology bears testimony to French curiosity concerning the United States. Our poetry, in its more purely national form, is certain to exert some influence in France.

Mes Départs, by Panait Istrati (Nouvelle Revue française, 12 f.) is a fragment of autobiography. Here Istrati tells how he earned his first wages as a *plongeur* in a Greek café at Braila in his native Rumania, learning the Greek language in the meanwhile by the help of a generous friend, Captain Mavromati, whose life story is perhaps the most interesting portion of this book. Istrati's experiences as a stowaway trying to reach France in 1907, are also told here—but he was landed at Naples and reshipped to Alexandria, and there he leaves the curious reader.

Readers who feel dissatisfied with the contemporary French novel will take up François Mauriac's essay *Le Roman* (L'Artisan du livre, 10 f.) to discover that he defines *la crise du roman* as the failure to reconcile in the domain of art the novel as conceived by Balzac, with Dostoevski's conception of the nature of the novel.

For imported colored French Christmas and New Year cards to use in the holiday season, write to the Librairie du Moniteur Franco-Américain, 22 East 60th St., New York City.

Prof. Helen B. Smith Posgate has been brave enough to compile a manual of *Advanced French Composition* (Oxford University Press), which is specially suitable for use with classes of girls. This is because the English passages for translation into French are largely founded on the author's experiences at the École Normale Supérieure for women at Sèvres. I found these "exercises" quite as readable as any story-book, and full of side-lights upon France and the French

girl. This text-book is illustrated with fresh photographs and with excellent prose selections from contemporary writers.

The latest book by Professor Baldensperger, who has been teaching this summer at Stanford, is an edition of Vigny's *Journal d'un poète*, (Scolartis Press, 30 Museum St., London, cloth, 7/6). This is a revised version of the materials published by Ratisbonne, Vigny's literary executor, who had little sense of chronology, with which fragments of the diary published subsequently have been grouped in their proper place. A deeper understanding of the poet, and a greater familiarity with his times has made it possible to publish his *Journal* in a form that reveals the true development of the poet's thought, where the gaps are filled up, (Ratisbonne published nothing for the year 1828, whereas Professor Baldensperger has good reasons for placing four pages of notes in this period), and where real absurdities have been corrected, e. g., Vigny wrote:

J'aime la majesté des souffrances humaines. Ce vers est le sens de tous mes Poèmes Philosophiques. L'esprit d'humanité; l'amour entier de l'humanité et de l'amélioration de ses destinées. This is a correction of the passage where Ratisbonne had read *l'esprit de l'humanité*, which is nonsense.

Edmond Sée's book on *Le Théâtre français contemporain* (Collection Armand Colin, boards, 10 f. 25.) is the best literary reference book of the quarter. Within less than 200 pages the author manages to mention more than 600 writers and actors, and yet finds room to analyze, act by act, the most important plays of the leading dramatists. This he does with great clarity and skill. His work is divided into three parts—the rise of dramatic realism and the story of the *Théâtre libre*; an account of the French stage from 1894 to 1914; and the stage during and after the war. The author's criticism is just and perspicacious, and his book may be confidently recommended to foreign readers because it is not a mere literary study, but takes into account the commercial side of the modern theatre (note, for example, the pages on the harmful "*Trust des Théâtres*," with G. Quinson at its head from 1915 to 1918.)

The thesis of Miss Dorothy Page, docteur de l'université de Paris, who is now being

welcomed as a teacher of French at the University of Redlands, is entitled *Edmond Rostand et la Légende napoléonienne dans l'Aiglon* (Champion 20 fr., 88 pp. 8 vo.) Dr. Page's book, written in excellent French, is planned to fully gratify the legitimate curiosity of any reader of Rostand's play. One-third of this study and a large part of the interesting bibliography deals with the legends of Napoleon and his son, and with the 10 plays concerning the Duke of Reichstadt composed before *l'Aiglon*. The remainder of the book is an analysis of the historical background of Rostand's play, in the form of a critical examination of the characters and plot.

The Publications of the Institute of French Studies at Columbia University are now well established. Among recent titles of special interest to teachers, I should draw attention to G. L. Roosbroeck's papers on aspects of modern French literature collected under the title of *The Legend of the Decadents* (\$1.50), analyzing Rimbaud and Huysmans and the parody entitled *Les Délivrescences . . . d'Adoré Floupette*, with sketches of Samain and Jammes written in collaboration with J. W. Beach. B. Matulka's essay *The Cid as a Courtly Hero from the Amadis to Corneille* (75 cents) deals with a Classical subject, but is written in such a way that it may also be enjoyed by readers who know Spanish and almost no French.

The most useful book of the quarter for the teacher is P. Genévrier's *Précis de phonétique comparée française et anglaise et manuel de prononciation française* (Didier, cloth, 25 fr.). Excellent in arrangement and plan, the author strives to emphasize everywhere the "différences phonétiques réelles cachées sous l'analogie apparente des symboles" of ordinary spelling and even of the International phonetic alphabet. The special value of the book lies in the frequent "Remarques sur le prononciation des Anglo-Saxons" which are appended to each section of Genévrier's description of French sounds.

René Benjamin's *Glozel, vallon des morts et des savants* (A. Fayard, 12 fr.) is a labored attempt to point out the funny side of an archaeological episode which is really much funnier than Benjamin has been able to make it, even by dint of personalities which lack salt and forced plays upon words.

Gustave Cohen makes us understand *Le Théâtre (religieux) en France au moyen-âge* (Rieder, boards 20 fr.) by 75 pages of interesting text based on French scholarship, notable *le Livré de Conduite du régisseur et le Compte des Dépenses pour le Mystère de la Passion jouée à Mons en 1501*: ("Nota d'averter un peintre d'aller en Paradis pour peindre rouge la face de Raphaël—A Dieu le Père . . . donné un pot de vin de cinq sols!"), illustrated by 59 pages of roto-gravure reproduced from contemporary MSS of *Miracles* and *Mystères*.

For the High School library, I want to recommend *Eight French One-Act Plays* by Leslie R. and Edmond A. Méras (Harcourt, Brace and Co., \$1.20). This is a selection of fresh materials covering the history of French comedy from *la Farce du cuvier* to Brioux's *l'École des Belles-Mères* and Tristan Bernard's *Franches Lippées*, plays with small casts and simple settings, accompanied by costume plates and lists of properties. Valuable for the teacher who is getting up a program, this collection is provided with vocabulary, notes and exercises for use in the third or fourth year class room.

Explication de Textes (University of Chicago Press, 25 pp.) is a pamphlet by Professor Vigneron, which explains the technique and importance of this exercise in literary appreciation. The booklet gives side-lights upon the training of the French teacher and outlines a method for the use of "explications" with American graduate students.

Maurice Souriau has completed his *Histoire du Romantisme en France* in two volumes and three parts (Éditions Spes, 30 fr. each, 90 fr. for the whole), divided as follows: *Tome Ier, Première Partie, Le Romantisme sous l'Ancien Régime—La Révolution—Le Consulat et l'Empire; Deuxième Partie, La Restauration; Tome II, La Décadence du Romantisme*. This treatise will be indispensable to college libraries, and will be found most useful to teachers, since Souriau is fully posted on the latest studies of the Romantics. He has thus been able to incorporate (Tome II, p. 213) Maurice Levailant's discoveries, based on the poet's mss, showing that Hugo's lyric, "*Tristesse d'Olympio*" was based on a real love affair and was headed "Pour ma Juliette."

QUARTERLY GERMAN BOOK-LETTER

EDMUND K. HELLER, *University of California*

OF ALL the German books that I brought back from my recent trip to Germany none will make greater appeal to the American teacher of German than Karl Remme's *Deutschland. Lesebuch für studierende Ausländer* (Akademisches Auskunftsamt, Berlin Universität 1928. 428pp. \$1.50). The purpose of this book, which is to introduce foreign students of the University of Berlin into the spirit and intellectual life of Germany, has been most successfully achieved. In a limited space it would be impossible to give even an outline of the wealth of material which the author presents in 108 selections from outstanding German authors and thinkers; in addition, the book contains 55 excellent photographs and 3 maps. It may be used to advantage as a cultural reader in advanced college classes; besides, it ought to be of special interest to teachers and students who plan a trip to Germany.

It is gratifying to state that the interest in German books seems to be growing constantly in our country. A keen competition is developing in the field of German textbooks which cannot fail to raise the standard in general. There are three beginners' books before me of which new editions have appeared in 1928.

Schmidt - Glokke, *Deutsche Stunden. Lehrbuch nach der direkten Methode* (Heath 1928. XXIX and 368pp) is the new title of *Das erste Jahr Deutsch*. To this first edition a new part *Das zweite Jahr Deutsch* has been added, together with a new map in colors. The main feature of the book is the consistent way in which the direct method has been applied on its first 212 pages, which are entirely in German (except only a few English possessives in paragraphs 75 and 505). The German part contains enough reading material to make the concurrent use of a beginners' reader unnecessary—a great advantage from the point of view of concentration. Even the English-German translation exercises, which are offered in the appendix, seem almost superfluous as the direct exercises provide a thorough drill in grammar, without ever ceasing to be interesting and full of life and action. Grammatical rules are not printed piecemeal in each lesson, but the grammar

is presented in English in a concise summary of 66 pages. A close examination of the German used, of its spelling and punctuation, has shown me that this is one of the outstanding beginners' books for high schools and those colleges where time enough is available. Neither do I feel it as an omission that the authors have done without a phonetic transcription. Their opinion that on account of the phonetic spelling of the German language good results in pronunciation may be secured without the use of phonetic symbols is fully in accord with Bagster-Collins (*German in Secondary Schools*, p. 49).

In comparing the new edition of Alexis and Schrag, *First Course in German* (Midwest Book Co., Lincoln, Nebraska 1928. 381pp.) with the former edition I find that a number of good pictures (although I would question p. 66 *Ein Esszimmer*, and p. 122 *Eine Turmuhr*), and a map of Germany (which ought to be in colors) have been added, but that the text has remained unchanged. I do not doubt that good results may be had with this book. The exercises show that they have been made up by experienced teachers, but there are a number of oversights which ought to be corrected.

In regard to spelling, I noticed the following peculiarities: p. 13: *bliz-zen*, instead of *blit-zen*; pp. 17, 18: *Corridor*, *Credo* should be spelled with K; *Ceder*, *Centner*, *Cigarre*, *Cigarette*, *Cisterne* (which shows a wrong division into syllables), *Cypresse*, with Z; p. 18: *charmant*, *chic*, *Chocolade*, *check* are listed in Duden as *scharmant*, *schick*, *Schokolade*, *Scheck*; pp. 19, 20: Professor *Siebs* is twice called *Sieb*; p. 20: Another p is to be added to *Philip*; p. 57: *Kusine* is not allowed officially (see note in Duden); pp. 109, 223: The spelling of compound numerals is not in accordance with German rules. Duden states on p. XXV: *Nicht nur kurze, sondern auch lange Zahlen schreibt man in einem Worte*; pp. 112, 191, 331: *Baiern* ought to read *Baiern*; p. 126: The division *draus-sen* should be avoided; pp. 131, 172, 204: There ought to be capitals after colons; pp. 181, 182, 347: *Particip* should read *Partizip*; p. 216: *so wie* ought to be spelled *sowie*; pp. 237, 238, 342, 361: *Kameel* ought to be changed to *Kamel*; pp. 245, 329: *Der*

Abteil. Common use is *Das Abteil* (see Duden); pp. 261, 331: *Baccalaureat* should be spelled with *kk*; pp. 265, 337: *Frankfurt-am-Main* should not be hyphenated; pp. 272, 353: *Tyrol* should read *Tirol*; pp. 281, 282, 344, 368: *Litteratur* should be *Literatur*; p. 353: *Uberrock* should have Umlaut.

In regard to punctuation, I would suggest that three commas be changed to periods in paragraph 126; that commas be placed before *aber* on pp. 100, 107; colons before direct statements on pp. 111, 112. There are three commas missing in the last paragraph of lesson 52, four at the end of lesson 61.

Some of the sentences do not sound very idiomatic. A German would hardly say: p. 39: *Ein Substantiv hat Geschlecht*; p. 78: *Ein Substantiv hat Fall*; p. 181: *Das Verb hat Zeitform*; p. 62: *Was ist der Gegensatz von alt?* (das Gegenteil); p. 133: *Aus wem besteht eine Schule?*; p. 165: *Was taten die Kinder dem Bären?*; p. 173: *An was für Gebäuden sieht man oft einen Turm?*; p. 204: *Was tut man mit einem Brief, wenn er fertig ist?*; ib.: *Wie oft bringt der Postträger Briefe?*; p. 216: *Im Waldboden wachsen wilde Beeren*; p. 251: *Im deutschen Wirtshausesleben findet man nicht nur die Herren, sondern auch die Damen*; p. 259: *Wie viele Stück Zucker nehmen Sie in Ihren Kaffee?*; p. 268: *Wo lebte Goethe bis zu seines Lebens Ende?*; p. 269: *Der Storch stellte ihm die Speisen in einer engen Flasche vor*; p. 272: *Wiesen, in denen das Gras besonders nahrhaft ist*.

As to the contents, the figures in lesson 52 should be brought up to date. Lesson 59 would hardly pass as a composition in a German school. Lesson 62 does not take into account modern conditions. The statements of lesson 63 are not correct in such a general way, and, finally, I take strong objection to many statements in lesson 64.

The authors thought it advisable to have 49 out of 70 lessons set in Roman type; I wonder if students will have enough practice in reading German print. As to phonetic transcription, Alexis and Schrag take apparently the same view as Schmidt and Glokke.

A different usage is followed in Leonard Bloomfield's *First German Book* (The Century Book Co., New York 1928. XIII and 397pp), which constitutes an enlarged edition of the author's *First Year German* (1923). A phonetic transcription of every German word is given in brackets. To me

this seems to go too far, and the author must have felt the same thing when he stated: *The key can safely be ignored if the teacher is lavish of example and insistent in correction*. A peculiarity is the treatment of the pronunciation of *g*. That the author transcribes it as *k* in the ending *ig* throughout the book is not in accordance with German usage (see books of Vietor and Siebs). The statement on p. 21: *g always the "hard" sound as in go* ought to read *g, between vowels, . . .* as final *g* is taken up on p. 22. This rule may be practical for American students, but German double usage should also be pointed out to them.

I like in the book that many grammatical rules are presented from a new viewpoint, and that word formation is being stressed particularly; but I feel that often the presentation of the grammar goes too much into detail. Many explanations would be appropriate for a correspondence course, but a good teacher might prefer to give them to his students in his own way. Sometimes the arrangement of the grammar seems a little unusual: the second person singular of the present of the verb is only given on p. 267!

Of misprints the book is almost free. I noticed the Umlaut missing in *hangen* (p. 101), *Übungen* (p. 103), and *Übersetzung* (p. 120).

About the spelling of the numerals in one word, the same remark is to be made as in the review of Alexis and Schrag.

The punctuation does not always conform to German printers' rules, and ought to be revised, for example on pp. 139, 140, 157, 159, 160, 191-195, 254.

Of passages that sound a little awkward I would quote: p. 57: *Ich will diese Füllfeder anfüllen (füllen)*; pp. 75, 76, 180: *Eine Vorlesung auf der Universität. Er ist den ganzen Vormittag auf der Universität geblieben*. (A German would say: *In der Universität* if he means the building); p. 94: *Sie ist doch ein Unmensch*. (This word is rarely used in daily life. An example for its use in Hauptmann's *Till Eulenspiegel*, p. 11: *Übermensch nenn ich ihn oder Raubmensch und besser noch: Unmensch*); p. 99: *Sie hat ihres zu Hause vergessen*; p. 107: *Nun drehe ich das Licht aus, ich stelle es ab*; p. 119: *Der König wollte die Kinder ruhig machen*; p. 134: *Warum schnitten die Mädchen böse Gesichter?*; p. 150: *Inzwischen*

kommt die arme Katze doch weg; p. 170: Endlich hielt der Zug bei einer grösseren Station an; p. 172 zu den Zügen, die am Bahnhof standen; ib.: Schon wurde der Zug in Bewegung gesetzt; p. 174: Was tat man mit dem Zuge?; p. 238: Was geschah dem Kaspar dabei?; p. 245: Was will das?

An improvement over the first edition is the addition of an English-German vocabulary that will be helpful to the students, even if it contains fewer than 400 words; but the way in which the German-English vocabulary is printed—all across the page, instead of in two columns as usual—can hardly be called practical.

Great activity has been shown lately in the preparation of German readers. To the long list of elementary readers a new one has been added, that compares favorably with any of them in appearance: Purin and Rose, *Deutsche Kulturkunde. A Cultural Reader*. (Johnson Publishing Co., New York 1928. XXIII and 448pp). The reading material offered consists of 35 articles on various topics, mostly written by the authors, to which four short stories by Siemsen, Thoma, Greinz, and Hesse, and 16 modern poems have been added. The style is idiomatic throughout, and the *Erklärungen*, *Fragen*, und *Übungen* have been made up skillfully.

Of mistakes I noticed the following: On the map: *Friedrichsroda*, instead of *Friedrichroda*; p. 71: *Berlin*. . . *Die Stadt zählt über zwei Millionen Einwohner und ist nach London und Paris die grösste Stadt Europas*. (The population had reached four million in 1926); p. 72: *Unter den Linden*. . . *auf der einen Seite ein mit Bäumen eingefasster Reitweg*. This sentence is grammatically poor, and the bridle-path is no longer in existence; p. 88: *Beethoven* should be divided *Beet-hoven*; p. 116: *das Realgymnasium* (*Eine alte und eine moderne Sprache*), *das Reformrealgymnasium* (*Zwei neue Sprachen*). This distinction is misleading, like some other statements in the lesson *Das deutsche Schulwesen*.

Objection will be raised against the book for purely pedagogical reasons. The foreword states: *Deutsche Kulturkunde is to be taken up in the second year . . . when pupils have gained a sufficient knowledge . . . by having read more than a hundred pages of easy material. This amount of reading will have been done by about the middle of the*

third semester's work. It would seem more practical to take up a new book at the beginning of a term, and I cannot help feeling that a great deal of the written-to-order material and of the *Übungen* should find its place in a beginners' book. 157 pages of *Übungen*, which are preceded by about 350 *Fragen*, seem somewhat *Zuviel des Guten*, especially as a reference grammar would be indispensable in addition. Of course, there can be no doubt that high school students who devote a whole year to the book and plod conscientiously through it, will gain *the one chief objective . . . a knowledge of the foreign country and its people*.

A purely literary reader has been compiled by Allen W. Porterfield under the title: *Modern German Stories* (Heath 1928. XXXVII and 409, text 262pp). An introduction which represents a creditable attempt to trace the history of the *Novelle* in Germany is followed by twenty-two short stories, some of which have been considerably reduced in length. The book contains pictures and biographies of all the authors, who are mostly living. In general the selection may be called good, although I do not see why the editor did not follow Schnitzler's advice (p. 286): *Wählen Sie lieber eine andere meiner Novellen*. I should also advise teachers to look out for provincialisms and obsolete words in the stories by Auerbach and Hebel respectively. The proof-reading of the text and vocabulary has been thorough, but a double mistake has remained uncorrected in the word *Sträuschen* (p. 204, 21), and *Seidencylinder* (pp. 276, 384) ought to be spelled with *z*.

Some of the notes could be questioned in small details, for example: p. 265: *Goethe spent the first twenty-six years of his life at Frankfurt am Main . . . and the last fifty-six at Weimar*; p. 274: *wind und weh*. Translate freely: *I was always down and out*. I would translate: *I was always most uncomfortable*; p. 276: *Student*. Rosegger uses the word loosely. The note should state that this is the usage in Southern Germany and Austria; p. 277: *Versorgung*. The note should read: *Germany has a highly developed system of old-age pensions and allowances*; p. 308: *Untergrundbahn*. . . *The Berlin Subway has second and third class coaches*. This should be changed to *formerly had*.

College instructors will hardly consider it

as an omission that *Fragen und Übungen* are not being offered. The vocabulary seems complete, but I missed the pronunciation in words of foreign origin like *Chance*, *Charakter*, *chinesisch*, *Chor*. For lack of space in many cases only special meanings were given, for example: *Abgebrühtheit* moral indifference; *abgemessen* deliberate; *abgesehen* apart; *abkratzen* to pass out, die; *angeschossen* fatally attacked.

I hope that some day publishers will reach an agreement to do away with all special vocabularies, except in beginners' books.

This practice has been followed by Otto Koischwitz in *Deutsches Geistesleben der Gegenwart* (A. Knopf 1928. XXXII and 168, text 148pp). This book sets itself a task that has never been attempted in the United States on such a large scale. The author outlines in a German introduction the different tendencies among modern German writers, and he succeeds quite well in the difficult undertaking of giving an idea of what is meant by naturalistic, impressionistic, and expressionistic writing. His thirty selections combine essays of a philosophical, historical, and educational nature with passages from modern authors, of whom pictures and biographies are given. The notes have been made up in a novel way; they really give us an interesting and useful treatise of 13 pages on word-formation. The vocabulary includes only words not found in Heath's dictionary. The book is to be recommended for advanced college classes and will arouse a desire for further reading of modern German literature.

There is one great danger connected with the exclusive use of readers: if reading of too great variety is undertaken superficiality may be encouraged. Therefore it is a good thing to have some editions that specialize on works of one author.

Of such we have new: Walter Rathenau, *Ausgewählte Reden* edited with introduction, notes, and vocabulary by James Taft Hatfield (Knopf 1928. XXIV and 162,

text 105pp). This is a scholarly edition of six addresses of one of the most outstanding personalities of modern Germany. They ought to make good reading for college students who are interested in the economic and political problems of post-war Europe.

There is one field of modern German literature of which not much is available in American school editions: the modern drama. In order to give an idea of the art of one of the best known Austrian contemporary poets, Otto P. Schinnerer has edited three one act plays by Arthur Schnitzler: *Der grüne Kakadu*. *Literatur*. *Die letzten Masken* (Knopf 1928. XIV and 169, text 110pp). The scene of the first play is laid in a tavern in Paris at the beginning of the French revolution, and the author draws a vivid picture of conditions and society in those days. *Literatur*, a Viennese comedy of our time, presents a witty variant of the eternal triangle, while *Die letzten Masken* will mainly appeal to mature students who can take an interest in the feelings of a hospital patient who knows that his end is approaching. A few expurgations have been made by the editor, but teachers should read the book before they introduce it in coeducational institutions.

Before concluding, I should like to draw the attention of German teachers to the way in which at present modern languages are taught in Germany. Not much attention has been paid in our country to the reform of the Prussian high school system, which was decreed in 1924 and is beginning to show results. The most recent book on the teaching of modern languages is by Hans Strohmeier: *Methodik des neusprachlichen Unterrichts* (George Westermann, Braunschweig 1928. 343 pp. \$1.60). The author is one of the leaders in his field and has thoroughly tested all his theories in his own school in Berlin-Oberschöneweide. Even if the teaching conditions and general school atmosphere may be somewhat at variance in the two countries, any modern language teacher will be greatly benefited by the study of this stimulating work.

QUARTERLY ITALIAN BOOK-LETTER

H. H. VAUGHAN, *University of California, Berkeley*

THE February number of *Italia che Scrive* of this year contains a *Profilo* of Luigi Valli, the author of *Il Linguaggio Segreto di Dante e dei Fedeli d'Amore* of which an account was given in the April number of the *Modern Languages Forum* and which may prove to be epoch-making in the history of Dantesque studies. The theory that the Beatrice of Dante's *Vita Nuova* is as purely a symbolic figure as is the Beatrice of the *Divina Commedia* is not new. It was in fact held by Gabriele Rossetti, the father of Dante Gabriele Rossetti, but it was not considered as having been demonstrated and most Dante scholars talked of the "evolution of Beatrice from the idealized woman of the *Vita Nuova* into the allegorical figure of the Divine Comedy." In the light of Valli's work one may say with a fair degree of certainty that the Beatrice of the *Vita Nuova* and of the *Divine Comedy* are identical and that the connection with Beatrice Portinari, wife of Simone dei Bardi, is purely imaginary. That Valli is correct in his thesis is attested by the fact that many poems of the *Dolce Stil Nuovo*, as for instance the *rime pietrose*, which were formerly considered as obscure and even senseless, become work of real artistic merit and products of profound thought when read with the interpretations which he would give to them.

A pupil of Giovanni Pascoli, Valli early showed a marked taste for poetical literature but, understanding the necessity of philosophic and scientific training, he became an earnest student of the greatest thinkers and scientific men of all ages at the same time perfecting himself in methods of positive investigation. In the *Fondamento Psicologico della Religione* (Psychological Foundation of Religion) (Rome, Loescher, 1904) he shows his positive constructiveness. In his *Le Filosofie che non Vissero* (Philosophies which did not live) he shows that "a philosophy no longer appeals to us as a series of thoughts logically following a premise of the past but rather as a series of thoughts more or less consciously directed towards the establishment of an idea which may be of practical use and answer the exigencies of every-day life."

In *Lo Spirito Filosofico delle Grandi*

Stirpi Umane (The Philosophic Spirit of the Great Human Races) (Rivista di Filosofia, 1921) he deals with the problem of the effect of philosophy on the races embracing it and treats of the Mongolian, Mediterranean, and Aryan civilizations showing that the tendency to philosophic thought is notably finer and stronger in the Aryan races than among the others. "The Aryan spirit," he says, "free to commune with itself from the earliest times, tried to look beyond the veil of first appearances, beyond the assumptions of the sensibilities, beyond the plane of matter, beyond that of logical assumptions . . . and was lost in the infinite, that infinitude in which all practical assumptions of life and all distinctions of things and all human valuations may lose their significance and become nothing, but from which, for this very reason, there can spring no activating force which has need of a fertile vision of a reality attainable, well-defined, and concrete."

In his *Dualismo Religioso e la Dottrina di Zarathustra* (Religious Dualism and the Doctrine of Zarathustra) (Rome, Garzanti, 1914) he points out that among the Aryans the Persians alone did not indulge in excessive philosophic thought and therefore under the influence of a primitive and almost childish idea they grew and prospered, happy in their faith. In his *Valore Supremo* (Supreme Value or Supreme Good) (Rome, Formiggini, 1913) he studies the psychological problem of evaluations and the origin of values (called spiritual goods or phases of God in theology) eliminating one by one those which are usually called absolute (justice, benevolence, wisdom, liberty, happiness, etc.) to conclude that Life alone is the Absolute Value or the Absolute Good, being the only one for which no cause can be found. But the Supreme Good is not the life of any individual, that being subordinate to the life of mankind and of the Universe.

Valli's previous Dantesque studies are: *L'Allegoria di Dante secondo Giovanni Pascoli* (The Allegory of Dante according to Giovanni Pascoli) (Bologna, Zanichelli, 1922); *Il Segreto della Croce e dell'Aquila nella Divina Commedia* (The Cross and the Eagle in the D. C.) (Bologna, Zanichelli, 1922); *La Chiave della D. C., Sintesi del*

Simbolismo della Croce e dell' Aquila (The Key to the D. C., Application of the Symbolism of the Cross and the Eagle) (Bologna, Zanichelli, 1926); *Lectura Dantis*: Canti IV, V. Inf., Firenze, Sansoni: Canti IV-XIX. Par., Rome, Paravia: Canto XXXI. Par., Rome, Garzanti: *Note sul Segreto Dantesco della Croce e dell' Aquila* (Notes on the Hidden Meaning of the Cross and the Eagle in the D. C.) (Giornale Dantesco, XXIV, 4; XXVII, 1; XXIX, 4; XXXIII, 3): *Per la Croce e l'Aquila di Dante* (On Dante's Cross and Eagle) (Rivista Internazionale di Filosofia, Logos, 1924); and finally *Il Linguaggio Segreto di Dante e dei Fedeli d'Amore* (Rome, Optima, 1928) which may prove to be the most important work in Dantology of the past three centuries.

Attention should be called to the *Mens Italica* "a Monthly Review of Italian Culture," published in Chicago (614-616 Lawn-dale Ave.; \$.60 per copy, \$6.00 per year). The first number (March, 1928) contains an interesting article by Fausto M. Martino on the Contemporary Italian Drama and one by Fredericka Blankner on "Italy's National Drama in a new Novel." Miss Blankner refers to *La Nave degli Eroi* (The Ship of Heroes) by Clarice Tartufari (F. Campitelli, Foligno) and in an excellent review points out the original features of the work. "In the words of the preface," she says, "it is the sacred hymn of a race which accepts submission for the sake of spiritual emancipation; accepts an iron discipline in order to educate itself to energy and freely mortifies itself under a will that is its own because expressed from its inmost heart, and entrusts its destinies to the ship, that in the decisive hours of the history of peoples, 'navigates, between reefs and snares, toward its goal.' In this book there is to be found considerable explanation of Italy's new Renaissance, commonly called Fascism.

"Yet it is not a political novel. Herein lies the achievement: that without direct presentation Tartufari suggests unmistakably the whole current of Italian history from the Spring of 1905 to the Autumn of 1924 The characters themselves live their own simple lives in the 'eternal human comedy, caught in the workings of the cog-wheels of their own temperaments and thoughts and interests and loves and rancors

and trivial daily cares.' But we feel national history going on all around their provincial lives, history not as it is divided into chapters and presented afterward, but as it is lived on the spot. Tartufari shows us only the slight swells that reach the shore, but from them we know that the Ship of Heroes is passing far out at sea. One thinks by contrast of Jane Austen whose novels, although their period was heavy with an equal historic din, are as tranquil and unaffected as though their scenes took place in another world."

Another play by Pirandello has appeared, *La Nuova Colonia*. It is published by Bemporad in Florence and is styled by the author *un mito*, "a myth." Adriano Tilgher finds that "this new work marks another step in Pirandello's return to the human." As in the *Amica delle Mogli* he says that in vain would one here seek the Pirandello who perplexes his characters with the unsolvable riddles of the Universe and of Life. But there is symbolism present in both the *Amica delle Mogli* and *La Nuova Colonia*. The former was discussed in this review in February and the latter is the story of a group of poor Sicilian sailors and fishermen who find the government too oppressive and therefore set forth to colonize an island which had been abandoned as a penal colony by the government because of the possibility of its sinking into the sea. Having landed on the deserted island they find that they need some form of government, so they proceed to organize and pass laws. They soon have a government more oppressive than that from which they had fled. Finally, when life on the island has become absolutely unbearable, it sinks into the sea and only a mother and her new-born child survive.

The Rev. Albert R. Bandini is publishing a new rhymed and lineal translation of the Divine Comedy in English. (Canessa Publ. Co., 708 Montgomery St., San Francisco). The *terza rima* is kept and still the translation has much of the majesty and power of the original. It will deserve to take its place alongside the best. It is surely a feat to preserve the spirit of the poem while keeping the rhyme-scheme in a language like English, to which rhyme is not natural as it is to Italian.

CARTA ESPANOLA

ANTONIO HERAS, *University of Southern California*

L *A Música en la Casa de Alba*, Estudios Historicos y Biograficos, por José Subirá, Madrid, 1927.

Con este libro José Subirá se ha colocado no sólo en la primera línea entre los investigadores y críticos musicales españoles, sino probablemente a la cabeza de todos ellos. El origen de esta obra, según nos dice su autor, es como sigue: No hace mucho fué encargado José Subirá por el Duque de Alba de examinar y ordenar los documentos musicales existentes en el archivo del Palacio de Liria. Y al advertir la importancia de algunos de ellos, el mismo Duque de Alba confió a José Subirá la honrosa y difícil tarea de componer el libro cuyo título va al frente de estas líneas. Si toda la obra es de gran interés histórico, para los investigadores de materia literaria debemos citar especialmente el Capítulo I, en que se trata de las relaciones del Segundo Duque de Alba y Juan del Encina y de las "Eglogas" escritas por Encina para la Casa de Alba, así como el Capítulo III, sobre la música teatral española en el siglo XVII, dividido en dos partes, en que se estudian respectivamente el problema de la antigüedad de la ópera española, y una ópera con letra de Calderón y música del maestro Hidalgo. Después de publicada "La Música en la Casa de Alba" José Subirá ha aumentado su ya copiosa bibliografía con otra obra de carácter muy distinto. Se titula: "Mi Valle Pirenaico. Cuadros Novelescos." En él refiere su autor—con sencillez y espontaneidad llenas de encanto—las impresiones gozadas y recogidas por él durante su breve estada en "un rincón del Paraíso incrustado en los Pirineos." Próximamente la Real Academia Española publicará un voluminoso y docto estudio de José Subirá sobre la tonadilla y los tonadilleros españoles del siglo XVIII y comienzos del XIX.

"*Jauja*," por Ricardo León, Editorial Hernando, Madrid, 1928.

Jauja es una ciudad muy nueva surgida, de pronto, en medio de un país muy viejo. Jauja es una ciudad sin pasado, sin tradición, sin carácter—que se alza y crece y triunfa—como brote monstruoso del progresismo contemporáneo en su aspecto más grosero y vulgar—dentro de un país que fué viviendo y modelando su espíritu a través de muchos

siglos. Jauja es una ciudad nueva y rica, surgida, en un momento, de la nada; y sus habitantes—cáfila arrogante y baja de ricos nuevos—se parecen a la ciudad en lo de ser hijos de la nada, y carecer de tradición, de carácter, de espíritu. Cuando los ciudadanos de Jauja son ricos ya y están en posesión y disfrute de todo lo que puede comprarse con dinero, sus almas vanidosas empiezan a sentir un escozor intimo, casi inconfesable. Jauja se siente en cierto modo disminuida y humillada. Jauja tiene de todo—de todo lo que puede adquirirse con el dinero acumulado por la rapacidad de sus habitantes—calles rectas, edificios ostentosos, clubs de lujo chocarrero, paseos donde la gente se luce y hasta una rica biblioteca donde nadie lee—pero en Jauja no se ve una sola estatua, es decir, Jauja no tuvo jamás un héroe—ni aun el más humilde de los héroes—a quien glorificar, para orgullo y vanidosa glorificación, por reflejo, de sus habitantes. Al fin Jauja encuentra su héroe. Es un pobre soldado, Juan García Olavide, cuya familia fué despojada, humillada y deshecha por las mismas manos ávidas y crueles que ahora aplauden las hazañas de Juan García, para quien los jaujenses, después de las horas y los días de triunfo, reservan también el desprecio, la humillación, la tortura y la muerte. Este es—trazado a la lijera y a grandes rasgos—el asunto de la última novela de Ricardo León, que no podemos comparar a ninguna de sus mejores ("*Casta de Hidalgos*", "*Alcalá de los Zegries*" o "*Comedia Sentimental*"), aunque, como en todas las novelas del autor, muchos de los personajes de "*Jauja*" nos dan la impresión de algo borroso, convencional, sin vibración ni calor de vida. Cuando desfilan por las páginas de este libro, los más de sus personajes traen a la memoria sensaciones de visita a un museo de figuras de cera. Al margen de las páginas del último libro de Ricardo León hemos señalado puntos de vista tan desconcertantes, por venir de quien vienen, tan inquietadores y "revolucionarios," que habiendo sido escritos por la pluma académica del autor de "*Jauja*," no pueden menos de desplegar una leve sonrisa de buen humor en nuestros labios.

Tampoco, hay que decirlo, nos atreveríamos a clasificar entre las mejores novelas de Palacio Valdés "*Los Cármenes de Granada*"

(Editorial Páez, Madrid, 1927). Don Armando Valdés es una de las figuras más prestigiosas y simpáticas de las letras españolas. Lejos de los grupos y disputas literarias, sin sentirse arrastrado por los dos apetitos que rebajan e inutilizan a tantos escritores bien dotados—la codicia y la populacheria—el autor de *La Hermana San Sulpicio* fué componiendo, sin apresuramientos ni desmayos una obra sólida que se lee con gusto dentro y fuera de España. De los novelistas españoles contemporáneos, ninguno fué tan leído en el extranjero como Palacio Valdés, hasta que de una manera súbita y desconcertante, Vicente Blasco Ibáñez atrajo la atención del mundo entero con sus novelas de la guerra. Don Armando Palacio Valdés, ya bien cumplidos los setenta años, sigue dando muestras de su actividad literaria. Al leer los primeros capítulos de "*Santa Rogelia*," publicada hace un par de años, nos creímos frente a una obra que marcaba un nuevo rumbo en la labor novelística de Palacio Valdés. Pero, poco a poco, aquella Rogelia fuerte y admirable de las primeras páginas, fué, digámoslo así, disminuyendo de estatura y haciéndose más borrosa, hasta que al final del libro la Santa Rogelia se nos convierte en una burguesita insustancial que acaba sus días satisfecha y gozando de una felicidad mediocre más propia de la esposa de un vista de aduanas o de un farmacéutico de una santa del país de los espíritus recios e iluminados de Teresa de Jesús, Juan de la Cruz, Ignacio de Loyola y tanto otros. Ni en la técnica, ni en los caracteres, ni en la ideología hallamos los puntos de vista nuevos que creímos adivinar al recorrer atentamente las primeras páginas del libro. "*Santa Rogelia*," volviendo la vista al pasado, podría ser considerada como una buena novela del siglo XIX. Pero no en vano ha transcurrido ya más de un cuarto de otra centuria.

Palacio Valdés no gusta de los tipos soñadores, de los tipos que se lanzan imaginativamente hacia las nubes sin haber plantado firmemente los pies en tierra. De Marta y María, preferirá siempre a Marta. En *La Hermana San Sulpicio* se burla, no sin razón, de las exageraciones y falsedades, tan comunes, de los escritores románticos. En ello se revela este escritor como un hombre de buen sentido con sus ribetes y entretelas de pequeño burgués. La lectura de "*Los Cármes de Granada*" nos con-

firma esta opinión. Alfonso Aguilar es un pobre muchacho aficionado a la poesía y morbosamente imaginativo. Tiene cuanto de deseable puede haber en la vida—un nombre prestigioso, riqueza y amor—Pero cuando el logro de la mayor de las venturas sólo depende de su voluntad, todo lo deja perder, y llevado por los falsos espejismos que le forjan su imaginación y su carácter descontentadizo y caprichoso, cae en las garras de una mujer aventurera en quien sólo va a encontrar la decepción, el dolor y la muerte. El asunto nada tiene que se aleje de lo común; los personajes tampoco constituyen individualidades rotundas y bien definidas que se aparten y diferencien de la masa borrosa y gris del vulgo innumerable, cuando no traspasan el umbral de lo caricaturesco y absurdo, como en el caso de Don Pedro Venegas. Granada no ofrece en este libro el fondo rico de color, de movimiento y de espíritu que un escritor de la talla de Palacio Valdés podría descubrir en ella. La lectura de "*Los Cármes de Granada*" no nos arrebató jamás, y con harta frecuencia nos produce una sensación mezcla de aburrimiento y de fatiga. Hace treinta o cuarenta años este libro habría despertado gran curiosidad e inspirado muchos elogios. Pero el dinamismo y a la vez la mayor profundidad—dígase lo que se quiera—de la vida de hoy, exigen del escritor una visión más aguda y un horizonte más amplio. Cuando cada día nos encontramos con hombres de vidas altamente significativas; cuando, en mayor número cada vez, el hombre se va trocando en héroe y de héroe, tiende a convertirse en dios, ¿para qué perder el tiempo en escribir o en leer novelas que nos hacen marchar tan a ras de tierra? Y tal vez esa actitud de burgués plácido y de buen humor—que tanto contribuyó a hacerle comprensible por otras gentes y traducible a otros idiomas—sea lo que más le aparte de nosotros. Así se explica que la nueva generación haya escrito ahora palabras irreverentes—que ni compartimos ni aprobamos—contra don Armando Palacio Valdés. Palacio Valdés, a pesar de todo, es una figura eminente de la novela española, dentro de su escuela y de su tiempo.

José María Salaverría es un escritor poco conocido en este país, y merece serlo mejor. La producción literaria de Salaverría es ya copiosa—y estemos o no siempre conformes con sus puntos de vista—es, repito, digna

de consideración. Libros como "*La Virgen de Aránzazu*", "*El Poema de la Pampa*", "*La Afirmación Española*", "*Tierra Argentina*", "*Cuadros Europeos*", "*Los Conquistadores*", "*Santa Teresa de Jesús*", entre otros, deben ir figurando en nuestras bibliotecas. La última obra de Salaverría que llega a mis manos se titula "*Instantes*", y está formada, como otras muchas del mismo autor con artículos publicados ya en la prensa. Casi todos estos artículos son de temas políticos (sobre los cambios en la orientación política española desde el término de la última guerra hasta el momento presente) y de crítica literaria, algunos de libros, los más del ambiente literario de Madrid. Este escritor que se esfuerza en ser optimista siempre—con un optimismo demasiado de superficie y de ojos cerrados, para que nos convenza por completo—da

rienda suelta a frecuentes escapadas de mal humor (y es lógico que así sea) al dirigir una ojeada a la farsa política de ayer y al ambiente espiritual—cada vez más aireado y más limpio, se nos figura, pero todavía estrecho y provinciano desde muchos puntos de vista—en que viven no pocos de nuestros escritores pertenecientes a generaciones y tendencias muy distintas. No es este uno de los mejores libros de Salaverría. Pero su lectura llena bien unos instantes y se pueden notar y recoger, al ir recorriendo sus páginas, puntos de vista, y datos curiosos. Algunos de los capítulos se titulan "Elegía al Congreso de los Diputados", "Las Tertulias Literarias", "El Asalto a la Academia," "Periódicos de Madrid".

Y me resta un buen número de libros importantes por comentar. Quédense para la carta próxima.

QUARTERLY SPANISH BOOK-LETTER

L. D. BAILIFF, *University of California at Los Angeles*

AMONG the books recently received from abroad, that is to say, from South America, is *Huyendo del hastio*, by Gastón Figueira, Mexico, 1927, Herrero Hermanos. The volume was sent by the author from Montevideo, and bears an inscription: ". . . con mis mejores sentimientos de solidaridad americana . . ." The book is composed entirely of lyrics, with a prose prologue. The verse is good in quality and in technique, and the poet, in quest of "la verdad estética," shows his emotional reaction to life. The work is idealistic. According to the prologue, art is the imaginative and emotional interpretation of life and its noble, personal and rhythmic expression. The true artist discovers beauty in any aspect of life whatsoever, however humble and insignificant it may appear, provided that he know how to relate it to the Infinite, in each case. To find the universal and the lasting in the particular and in the ephemeral is the purpose of Art and Science. Science employs reasoning and logical imagination; Art uses fantasy enlivened by emotion. Art is the construction of a new life, as our imagination and feeling wish it to be. The work is closed by the "Oración del poeta," a rather strong, albeit somewhat conceited prayer.

Nido de Cigüeñas, González Anaya, Espasa-Calpe, Madrid, 1927. The protagonist is a young girl whose mother had died subsequent to estrangement from her family on account of her marriage. The father of the girl departs for America, leaving the girl in care of an uncle. The letters in question, which make up almost the entire book, are written from her uncle's home in Andalusia to a girl friend in Madrid. The letters contain descriptions of Andalusia and its life as well as certain heart secrets of the girl. She falls in love with her cousin's fiancé; while on the other hand her uncle and several other men fall in love with her. The situation becomes quite complicated, until she finally tells the story to the priest, who helps her escape from her uncle. She returns to Madrid and works for a living. A certain wealthy old man, who had loved her while she was at her uncle's home, finds her in Madrid and they are married. Aside from its descriptions of Andalusia and the like, the novel is worth little.

By the same author we have *Las Brujas de la Ilusión*, Barcelona, 1928. The form of the novel is unusual, it being divided into *journadas*. The idea of the *pundonor* furnishes the theme, which has a happy solu-

tion. The characters are types of the 17th century drama. The scene of the novel is laid in Málaga, the home of the author. The descriptions and scenes are well done, in pure style.

Among new texts to be mentioned are: *La Vida de un Pícaro*, Juan Cano, Macmillan, 1928. This is a series of narrations from the lives of various pícaros, such as Lazarillo de Tormes. Some parts are taken practically verbatim, others are modified by the editor and some are of his own composition. The arrangement and exposition are entirely original. As a rule, the picaresque novels in their original form are quite difficult for the beginning student. This text, which preserves the spirit of the old books, but presents the stories re-told in simple language, abundant in witty proverbs, should prove a valuable addition to the field of text books. Younger students may thus become acquainted with one or two real masterpieces.

Intermediate Spanish Grammar and Composition, Parker and Torres Riosco, Ginn, 1928. The book should prove useful for a rapid grammar review in third semester college work, aside from the composition work. It is a carefully prepared edition.

Cervantes, Schevill, Ginn, 1928. Professor Schevill has done a service here well worth the effort. This little text will no doubt make Cervantes more available to the average reader of Spanish. According to the editor, the selections have been made with two types in mind: (1) the autobiographical and (2) the selections with a living interest, particularly those in dialogue. The idea has been to include episodes and descriptions which appeal to the modern reader as least remote and as part of Cervantes' most enduring work. Certain orthographic changes have been made, compatible with the ability of the student for whom the text is designed. The edition is exceedingly well done, as we would expect from Professor Schevill, one of the foremost scholars in the field of Cervantes and his work. The text contains a serviceable Introduction, Notes and Vocabulary.

La Nueva Literatura, (III) ("La evolución de la poesía"), 1917-1927. Madrid, Editorial Páez, 1927. R. Cansinos-Assens. This particular volume, the third in the series, *La Nueva Literatura*, has for its pur-

pose the exposition of the development of poetry in Spain and the Americas between the dates 1900 and 1918. This evolution is shown in an anthological fashion rather than in a theoretical manner. The works of the authors studied, as they are taken up one after the other, show their own development and evolution, without undue comment. Consequently the genealogy of the various esthetic phases is seen in the actual moment of its being, without the inertia of the past so prevalent in histories of literature, where the literary fact itself has lost its youthful quality of emotion. The various studies in this book were written simultaneously with the appearance of the poetry studied, while this poetry was still alive. The evolution of this poetry is laid before us, then, as a thing which we can see and become aware of; it is not set down as an intellectual or theoretical interpretation of the past. This evolution is a spectacle; and if we are interested in the history and the intentions of the component parts of the evolution, we must divine them as nearly as possible by studying each of the authors and his work. Only in this manner may we determine the relation of the human and living phenomena to the literary. Like all the studies made by Cansinos-Assens, this one shows a thoroughly competent analysis.

Por los senderos del mundo creyente, Félix Urubayen, Espasa-Calpe, Madrid, 1928. This book is quite a distinct effort compared to the usual novels of the author. Here are contained impressions of and remarks about various and sundry cathedrals of Spain. The study is made in an interesting fashion and is rather detailed. The style and diction leave little to be desired by the reader concerned with these things.

Two new texts have just appeared in the Macmillan Hispanic Series. *Cuentos humorísticos españoles*, by Juan Cano, edited with notes, direct-method exercises and vocabulary by Emilio Goggio, 1928. Most of the stories are original, with one or two adaptations in addition. The nature of the stories and the style of the language make the edition suitable for second year high school and second semester college work. The vocabulary is almost too complete, considering that irregular and radical-changing verbs are given in all the various persons

that occur in the text. The book should prove successful in elementary work.

Selections from the prose and poetry of Rubén Darío, by Professors Umphrey and Prada of the University of Washington, 1928. The edition includes quite an extensive Introduction, Notes on Versification, complete text Notes and Vocabulary, and Bibliography. The selections are well chosen, with a view to their representative character, and include extracts from *Azul*,

Prosas profanas, *Cantos de vida y esperanza*, as well as various "sueños." The purpose of the book is to make available for students with a limited knowledge of Spanish, the best examples of the prose and poetry of Darío. Every part of the book shows the pains to which the editors have gone to make it possible for the student to become acquainted with the work of a writer whose highest literary aim was artistic beauty. The work is one of merit.



CORRESPONDENCE and COMMUNICATIONS



Modern Language Instruction in Canada

Publications of the American and Canadian Committees on Modern Languages, Vol. VI, 2 volumes, cloth, pp. 547, 852, Toronto, University of Toronto Press.

The two substantial volumes reviewed in this place represent only a part of the contribution made by Canadians to the success of the Modern Foreign Language Study, but group the findings of the principal cooperative undertakings assumed by the Canadian Committee as a whole. The first of these is the presentation of an excellent and exhaustive "Annotated Bibliography of Modern Language Methodology" with an index (Vol. I., pp. 1-428), preceded by an Introduction dealing with the history and psychology of language instruction and listing, I, Works of Reference; II, Histories; III, Aims and Methods; IV, Language (a) Bilingualism (b) Composition (c) Dictation (d) Grammar (e) Pronunciation (f) Reading (g) Translation (h) Vocabulary (i) General; V, The Learning Process; VI, Tests and Examinations; VII, Texts Used Abroad (Samples); VIII, Miscellaneous.

On page 429 ff. the Committee reprints the list of "Problems for Investigation" drawn up by the Study, with asterisks indicating that about two-fifths of the proposed problems have been successfully attacked by the joint endeavors of the Study.

The chapter entitled "Effect on Achievement of the Age at which Modern Language Study is Begun" (pp. 442-467), is based on experiments in Canada, England, and the Pacific Coast of the United States. Here results do not permit an answer to the important question of optimum age, but "the facts given . . . point quite decisively to the desirability of a later beginning." "Under present conditions, colleges are attaining in one year the level of achievement reached by high schools only at the end of two years."

The next study, "Women Students in Modern Languages" (pp. 468-474) indicates "that in modern languages (in the university) after the second year, women regularly outnumber the men in a ratio that is rarely less than five to one; and that this disproportion has existed for at least 15 years." But in the other schools of Canada there is no tendency towards the monopolization of French

and German classes by girls.

The following report, "Typical Errors in French Examination Papers (pp. 475-489), will be found exceedingly valuable, though the full significance of these error counts cannot yet be discovered as long as comparison cannot be made with a syntax frequency list. The data here presented are derived from examinations in Grade XI in Manitoba, in the Ontario Middle School (pupils who have studied French for three or four years), and from the administration of the Canadian Committee's grammar test to a university first year honor French class. "Conditions revealed by these error counts are startling."

The next section (pp. 498-505) is a report on "Two American Experiments in Language Teaching"; I, the Bond Reading Method, and II, the Cleveland Plan, based on materials published elsewhere and upon visits to the schools in question. A reprinting of the "Modern Language Composition Scales" devised for the American Council on Education by Professors Trabue, Rossberg, and Henmon, and of the "General Intelligence Test" which the Canadian Committee was obliged to standardize for Canadian students, concludes Volume I.

From the preceding analysis, it will be seen that Volume I of the Canadian report deals with findings of general application, even outside of Canada. The 852 pages of Volume II deal principally with matters of importance to Canadians. First, there is a "History of Modern Language Instruction in Canada," with statistics, 410 pages, arranged by provinces. This shows that French and German are the principal languages taught in the secondary schools, though Gaelic, Icelandic, Italian, Spanish, and Swedish are accepted by some universities. No Spanish at all is now taught in Prince Edward Island, New Brunswick, Quebec, Manitoba, Saskatchewan, Alberta, and British Columbia, while it is shown that German in Canada now tends to be "a cram for examinations," being required of medical students, etc. From the statistics one learns that New Brunswick is the only province in which Latin is increasing in popularity, etc.

The important section, "Conditions and Practice" (II, pp. 411-519), which follows, will be invaluable to supervisors of language work and

others interested in the curriculum, as in addition to answers to questionnaires, the official syllabi of the different provinces have been reproduced in full. A peculiarity of modern language work in the Dominion is the general use of set textbooks for each province, without even as much variety as may be found in Southern California. One notes naturally the universal use of Fraser & Squair's Grammar, and discovers that it is only in the province of Quebec that French is taught with oral ability as primary objective, instruction beginning here at least four years before the pupil passes out of the elementary school (in 3rd or 4th grade). For this province, one notes also "the employment of phonetic symbols for drill and recognition in quite junior divisions."

Then follow the Canadian answers to the "Selected Teacher Questionnaire" of the Study (II, pp. 520-544). Crowded classrooms, improper classification, long teaching hours, and lack of public interest are the chief complaints of the profession in Canada. Many valuable hints on methods of teaching will be found in this interesting chapter. Note also (p. 541) "that the total amount of reading accomplished in a Canadian high school course of four years rarely exceeds 500 pages and is frequently less."

The chief fact of interest concerning "The Training of Modern Language Teachers in Canada" (II, pp. 545-602) is the existence of a High School Specialist's Certificate, granted in Ontario and Quebec to teachers who have the ability to converse fluently in the language and pass examinations on methods, etc. One province makes increased grants to schools employing these specialists, but school boards are free to hire unqualified teachers in every province but one. "One of the biggest problems is the unqualified teacher."

Passing over reports on "Modern Languages in Professional Schools" (II, pp. 603-609), on "Teaching of Modern Languages in Private Schools" (II, 610-626), on "Matriculation and Leaving Examinations" (II, 627-664), ten sections are found which deal (pp. 665-852) with the results obtained by administering the "American Council Alpha Tests" in Canada, England, and the United States.

In 1926 a total of 16,981 French tests, 3,377 German tests, and 534 Spanish tests were administered in Canadian schools. The tests showed that 36% of the pupils in Canada are misplaced, being at present one year behind or one year ahead of their present classification, with large numbers of brilliant students lacking a chance to show their full

ability. (For the U. S. the proportion is given as 26%). Comparison of the data thus obtained shows, for example, that teachers' marks in Canadian and English schools have much better correlation with the achievement scores than those in the United States (average, Canada .61, England .41, America .28). If this is not flattering to our professional pride, we will be pleased to learn from the silent reading and free composition tests that at the end of the second year the American pupil scores 13 in reading versus 5.8 for Canada and 3.6 for England, and in free composition he scores 7.3 compared with 6.8 and 8.2, and reads French of a type suitable for a French-Canadian child of ten!! The last paragraph of this volume remarks that the "solution of the difficulty seems to be to furnish students with a literature in the foreign language suitable to their age and intelligence, but edited in such a way, in respect to vocabulary and syntactic phenomena, that they can read it with ease and enjoyment."

Similar impartial and objective statements characterize all the work of the Canadian Committee. The two volumes are prefaced by an Introduction of 40 pages which present eleven recommendations of great importance, summarized here as follows: 1, The encouragement of experimental work in modern languages; 2, the establishment of a modern language journal; 3, the establishment of a laboratory for experimental work in phonetics; 4, the appointment of modern language supervisors in all cities and counties; 5, the creation of language libraries in secondary schools; 6, travelling scholarships for teachers; 7, transfer of emphasis from grammar to reading; 8, publication of language text-books in Canada; 9, qualifications of language teachers to be plainly inscribed on their certificates; 10, scientific investigation of the Canadian written examination system, and 11, encouragement of oral-aural ability in the classroom.

The report on *Modern Language Instruction in Canada* fully satisfies the expectations previously formed concerning the work of the Modern Foreign Language Study, and the Canadian Committee has richly earned the gratitude of those who consult the findings of their remarkable survey.¹

W. L. S.

Stanford University.

¹The Macmillan Company, New York, expects to publish before the first of November the following volumes in the Modern Language Study Series: Morgan, *German Frequency Word Book*; Henmon, *Achievement Tests in Modern Foreign Languages*, and Wheeler, *Enrollment in the Foreign Languages*.



ASSOCIATION ACTIVITIES



The Committee on Correlation, M. L. A., S. C.

This committee was appointed last year by the President of the Modern Language Association of Southern California and has held three meetings. Questionnaires have been sent to all the high schools of Southern California, with the purpose of arousing interest in greater con-

tinuity in high school modern language courses and of discovering why more students are not induced and enabled to take three or four years of one foreign language.

While the committee's findings cannot be presented in full until the fall meeting of the Association, a few advance items may be of interest. One evidence of how indifferent we become to propaganda and investigations is to

be noted from the fact that although stamped and addressed envelopes were inclosed, only 26 out of over 60 high schools outside of Los Angeles City responded to the last questionnaire. And this when the committee was extremely desirous of securing a quite complete consensus upon several important questions. The returns from the Los Angeles City high schools were practically complete, as also were those from all the junior high schools of Southern California, these latter receiving a special questionnaire regarding the advisability of offering modern languages in the seventh grade.

At present the majority of junior high school principals in the southern counties of the state seem inclined to question the wisdom of beginning modern languages before the eighth grade. Most of them feel that three terms of a language is all that can be afforded from the junior high school course. Among the comments from these principals are the following:

"We feel that modern languages are properly begun early in life. For several years we had good results with classes in the seventh grade. When we adopted the Los Angeles City course of study, upon annexation, the required subjects entirely filled the seventh grader's day."

"As long as the high school will not give us credit for 7th grade language work we will not start classes in the seventh."

"We have found two years of a foreign language sufficient for junior high school."

"We took languages out of the seventh grade because the pupils had too heavy a program and also because too few continued them in the 8th."

"We are trying to expose the pupils to various subjects and the seventh grade program seems too crowded to introduce modern language.... I know of no reason why a seventh grader could not begin a language successfully. Our difficulty is mechanical rather than any other."

"The main reason is that the city course of study does not provide for it; another reason is that children of seventh grade have not enough grammatical information to make the study of a foreign language possible."

From our thoughts on the foregoing sentiments, may there crystallize a few settled convictions which we shall each bring to the fall meeting of the Association. We may find that certain adjustments in our curricula are needed for greater achievements (not credits) in modern languages. If our professional output of pupil ability is under fire of criticism, our critics must be convinced that the returns can only be in proportion to the investment of teaching skill, pupil ability and effort, multiplied by that all-important factor of time.

H. C. THEOBALD, *Chairman, Los Angeles High School.*

THE MEXICAN CLUB of Polytechnic High School (Los Angeles), whose membership consists of Spanish-speaking students, is planning to hold a declamation contest on December 10th, open to English-speaking students studying Spanish in the 11th and 12th years. Special awards will be given to successful contestants in each group.

Meetings

The regular fall meeting of the M.L.A., S.C. will take place on October 27th on the campus of U. C. L. A., (North Vermont Avenue), with the program as follows:

German Section, Room 102, Fine Arts Building:
9:15 a. m. "Report of the Committee of Seven",
Dr. A. E. Dolch, U.C.L.A.

"German Poems", Recitation by
Frau Anna von Müller, Hollywood Conservatory of Music.

Spanish Section, North Hall, Room 234:
10:15 a. m. Business Meeting.

"The Extensive Method of Teaching", Discussion led by Professor W. F. Rice, U.S.C.

French Section, Room 102, Fine Arts Building:
10:45 a. m. Address in French by Professor Paul d'Estournelle de Constant, Pomona College.

"The American Association of Teachers of French", G. W. H. Shield, Chairman, Los Angeles Chapter.

12:15 *Luncheon*, Newman Hall. Reservations, \$1.00, to be made to the Secretary by Wednesday, October 24.

1:15 Joint Session.

Business Meeting.

"Report of Committee on Correlation", Discussion led by Mr. Harry Theobald, Los Angeles High School.

Address, "Languages and Conciliation", Professor Paul d'Estournelle de Constant, Pomona College.

The regular fall meeting of the M.L.A., C. and N. C., will be held in San Francisco at the Public Library on October 27th. The program follows:

1. "The Teaching of Modern Languages in Italy", Dr. Carlo Formichi, Professor of Italian Culture at the University of Rome, Visiting Professor at the University of California.
2. "Recent Tendencies in the Teaching of Modern Languages in Germany", Dr. E. K. Heller, University of California.
3. "The Situation of Modern Languages in the Junior Colleges", Dr. Henriette Roumiguere, Marin Junior College.

A. A. T. S.

CAPITULO DE LOS ANGELES

Los maestros de español de la ciudad tuvieron el gran honor de recibir la visita de la distinguida señorita Bernicia Batlone en una reunión, el 13 de julio en la Universidad de California en Los Angeles. La Srita. Batlone, que fué presentada por el Señor George W. H. Shield, Director de Lenguas Modernas en Los Angeles, es vice-presidente de la Asociación Americana de Maestros de Español y también jefe del Departamento de español en la Univer-

sidad de Denver, Colorado. Casualmente se hallaba la Srita. Batione pasando una temporada con sus amigos en Los Angeles y alrededores.

La reunión de maestros que citamos se verificó después de una conferencia interesante y franca por el ex-secretario de Educación de la República de México, el Sr. José Vasconcelos, que habló sobre los problemas de la educación de su país.

VIRGINIA G. DE DASSO, *Secretaria, Escuela Superior Politécnica.*

Last June the Los Angeles Chapter of the American Teachers of French was organized. It is believed that this group will provide an effective rallying place for educational, social and cultural activities for teachers of French. A joint meeting with the French Section of the M.L.A. of S.C. will be held on October 27th on the campus of the University of California at Los Angeles. The present officers are: President, G. W. H. Shield; Secretary, Miss Alice Hindson, Polytechnic High School; Treasurer, P. J. Breckheimer, Belmont High School.

FRENCH-AMERICAN AMITY PROJECT.—Established to promote friendship between the United States and the Republic of France, the French-American Institute will begin its second year of activity in Los Angeles (at 724 Parkview Avenue) this Fall with the recently acquired support of the French government, and under the leadership of M. Edouard Herriot, French Minister of Education, as honorary president.

Dr. Jean Gontard, founder and active head of the French-American Institute in Los Angeles, who was added to the faculty of the University of California at Los Angeles this fall as a professor of French, obtained the support of M. Herriot for the Los Angeles organization while visiting Paris last summer. Herriot, a former teaching colleague of Gontard's at Lyons, France, pledged an annual appropriation from the French government to further the work of the institute.

The institute, which was established a year ago, plans to promote friendly relations between France and the American people by spreading knowledge of French culture and civilization in Southern California. Day and night classes will be offered throughout the year. Elementary and advanced study of the French language, philosophy and literature will be the subjects taught.

A SEPARATE AND AUTONOMOUS DEPARTMENT OF ITALIAN is now maintained at the University of California at Berkeley. It is said to be the only department of this character established in any American university. The chair of Italian culture has been inaugurated and endowed by the Italians of the state. Professor Rudolph Altrocchi, recently at Brown University, is the Chairman of the Department. The visiting professor this year will be Professor Carlo Formichi of the University of Rome, whose coming will inaugurate the new Cattedra di Cultura Italiana, formal dedication of which took place on the campus on October 5, 6 and 7.

This fall Professor Formichi will offer an upper-division General Survey Course in Italian Literature and a graduate course on the "Secret Language of Dante and the Fedeli d'Amore".

So many students enrolled in the Elementary Italian course that it had to be divided into seven sections, necessitating two additional instructors: Miss Josephine Indovina, formerly of Nebraska, and Mr. Ottorino A. Ronchi.

PROFESSOR AURELIO M. ESPINOSA, of Stanford University, is spending September to December as visiting professor at Wellesley College, giving graduate and undergraduate courses in Spanish literature. In January he will conduct a series of lectures on the Spanish language, literature and folklore before the Centro Cultural Cubano at Havana.

Public Lectures

The Los Angeles Public Library, under the auspices of the Foreign Book Department, again offers a free series of lectures in French, German and Spanish, designed to acquaint the reading public with the best in contemporary literature, life and art.

These lectures are contributed to the service of the library through the courtesy of professors in the universities and colleges of Southern California, and by other distinguished lecturers.

The lectures will be given in the Central Library Lecture Room at 8 p. m. on specified Friday and Saturday evenings. Subject and lecturers are as follows:

FRENCH

Saturday, October 20. *Trois Nouvelles Biographies Françaises*, Mrs. Elizabeth Eaton Burton; Saturday, November 24. *Pierre Benoit et le Roman Exotique Contemporain*, Dr. Jean Gontard (University of California at Los Angeles); Saturday, December 15. *Sacha Guitry, le Molière Contemporain*, M. Louis Briols (University of California at Los Angeles); Saturday, January 19. *Les Grandes Légendes de France*, Mrs. Elizabeth Eaton Burton; Friday, February 15. *Un Virgile Français*, Paul Bonnet (University of California at Los Angeles).

GERMAN

Friday, October 5. *Gerhart Hauptmann Als Dramatiker*, Herr Max Montor, Berühmter deutscher Schauspieler; Friday, October 19. *Friedrich Nietzsche*, Professor Rolf Hoffman, University of California at Los Angeles; Friday, November 2. *Amerika im Urteil Zeitgenössischer Deutscher Dichtung*, Professor Erwin T. Mohme, University of Southern California; Friday, November 16. *Richard Dehmel*, Professor Bernhard A. Uhlendorf, University of California at Los Angeles; Friday, December 7. *Aufgaben Der Deutsch-Amerikanischen Presse*, Herr Hans Demuth, California "Staats-Zeitung"; Friday, January 4. *Oswald Spengler*, Professor Alfred K. Dolch, University of California at Los Angeles; Friday, February 8. *Frauendichtung*, Frau Anna von Mueller, Berühmte Vortragskünstlerin.

SPANISH

Friday, October 12. (En celebración de la Fiesta de la Raza) *Vitalidad de la Raza Española*, Excmo. Sr. Marqués de Villa Alcázar, Director of the Union Bank and Trust Company of Los Angeles; Saturday, October 27. *Vida Artística de México*, Sr. Jorge Juan Crespo, Mexican artist; Saturday, November 10. *El Folklore Hispano Mejicano en los Estados Unidos*, Doctor Victoriano Salado Álvarez, National University of Mexico; Saturday, December 10. *Figuras Españolas Contemporáneas*: José Ortega y Gasset, Professor César Barja, University of California at Los Angeles; Saturday, January 12. *Prosistas Mejicanos*, Professor S. L. Millard Rosenberg, University of California at Los Angeles; Saturday, January 26. *Libros Célebres de Viajes por España*, Professor Ernest H. Templin, University of California at Los Angeles; Saturday, February 9. *Manuel Gutiérrez Nájera*, Sr. Agustín Aragón, Mexican writer; Saturday, February 23. *José Asunción Silva*, Doctor F. P. Gamba, (formerly of the National University, Bogota, Columbia), Los Angeles Translation Service.

FIFTEEN DOLLARS in cash prizes every month. LA PRENSA, the Spanish Daily of New York City (245 Canal Street), offers to the students of Spanish in every classroom the opportunity of competing in a national contest and to receive a cash award for the best news item written in Spanish on some interesting event that has taken place in the class or the department of Spanish. All news stories will be printed in LA PRENSA under the heading *Notas Escolares*.

Every month the school editor of LA PRENSA, assisted by other members of the editorial staff, will select the two best stories published. \$10.00 will be awarded to the author of the first and \$5.00 to the second. In addition, LA PRENSA will publish the pictures of both winners, free of charge.

Stories should be written in Spanish and fairly condensed, not exceeding two hundred words. Brevity will be an asset in the award of prizes.

Students should write their names and addresses plainly at the top of the page, and must attach certificate of originality signed by their teacher. Stories without this certification will not be considered. The contests are now on and close May 30, 1929.

PROFESSOR HERBERT D. AUSTIN, of the University of Southern California, has been appointed Editor of ITALICA, the Bulletin of the American Association of Teachers of Italian. Professor L. A. Riddle, of the same institution, will be Assistant Editor.

THE CZECH GOVERNMENT now recognizes German as an official tongue of any community in which the German-speaking population amounts to twenty percent.

SIXTY-SEVEN TEACHERS' CLUBS for the study of English were in operation in Porto Rico in February, 1928, with a membership of 534

teachers. At the same time 612 pupils' clubs, with 32,415 members, were functioning. Such clubs have been established in nearly all the schoolrooms in the island. Great improvement in the English spoken in the schools is already noticeable. The movement is promoted by the Department of Education of Porto Rico.

RECENTLY THE AMERICAN COMMITTEE of the *Cité Universitaire* in Paris acknowledged a gift of \$25,000 from Bernard M. Baruch, New York banker. The Committee reported that it had \$325,000 in cash and needed about \$100,000 more.

The *Cité Universitaire*, on the outskirts of Paris, signals the decline and fall of Bohemianism among Paris students. For years students had lived, cribbed, confined, in unhealthy rooms in the Latin Quarter.

The French Government and the city of Paris became aware of the situation and donated to the University of Paris a tract of land opposite the *Parc Montsouris*, close to the *Porte d'Orléans*. Sites in this tract were free and 15 foreign countries quickly accepted invitations to build dormitories to lodge their Paris students. There is, however, no United States dormitory; nor will there be until the important committee to which Mr. Baruch made his donation gets enough money.

Recently the *Cité Universitaire* received \$2,000,000 from John D. Rockefeller, Jr. with which will be built a large central building. —TIME.

MODERN LANGUAGE CLEARING HOUSE.—President Cousens has approved the proposal for a Modern Language Service Center to be established at Tufts College this Fall. The plan is to make it a clearing-house of information for modern language teachers in colleges and secondary schools throughout New England.

Teachers will be invited to send in any helpful suggestions they may have to offer from their own experience and any questions they may wish to ask. Publishing houses will forward samples of actual teaching material which they are bringing out and a permanent exhibit of such material will be maintained open to teachers and other visitors. The College plans to provide the necessary space and equipment and also some of the clerical assistance necessary. The Bookstore has made plans to serve as importing agent for all who desire this service. This material and information will be correlated at the Center and reports will be sent out to all on the Service mailing list, thus bringing to the attention of teachers at regular intervals the latest advances in methods and the newest material available for their use.

Such modern language centers have already been established for their local areas by the Modern Language Association of Southern California and by the University of Wisconsin.

The benefits of the Center at Tufts will be entirely free to those taking advantage of them. This service is an extension of the work of the modern language departments in the College and the faculty members will give of their time

and energy to further the project. Professor Carleton A. Wheeler, who has been asked by President Cousens to take general charge of this Center, is convinced, after four years of investigation with the national survey of the Modern Foreign Language Study, that a Service Center of this nature can do much to help teachers of the languages to keep abreast of the latest developments in their special field.

Realia

For the last ten years the scholastic world has advocated the use of *realia* in teaching languages. Everyone agreed as to their usefulness, but few used them on account of the difficulty one had in obtaining them.

Mme. H. K. Held, of the Lincoln Junior High School, Medford, Massachusetts, on various trips to France has collected *realia* and used them with success in the classroom and exhibited them in 1926 during the meeting of the Modern Language Association. In the April, 1927, number of the MODERN LANGUAGE JOURNAL an article appeared about them. Mme. Held has now prepared a catalog (free upon request), giving prices and classifying the *realia* under the following heads: French Railway Posters; Maps of France; Post Cards; Fables of La Fontaine; La Vie Infantine; Large Colored Charts; Jeanne d'Arc; Charts of Animals, Flowers, Vegetables; French History (Political and Cultural); Books (that children read in France); Games; Coins, etc.

In the June, 1927, number of the MODERN LANGUAGES FORUM, Mrs. Alice M. Dickson, Editor of *Le Petit Journal*, published by Doubleday, Doran and Company, New York, contributed some very helpful "Suggestions for Realia of French Life."

The German Tourist Information Office, 630 Fifth Avenue, New York City, distributes free an assortment of *realia* of educational value and interest: Colored and roto gravure posters of Picturesque Germany (nine subjects); Illustrated Booklets for Travellers; Calendars, 10½ x 6¼ inches, artistically embellished, 126 pages, three days to each page, text in German.

The B. Westermann Company, 13 West 46th Street, New York City, whose advertisement is elsewhere in this issue of the MODERN LANGUAGES FORUM, will be glad to assist teachers in acquiring materials.

For the most exhaustive listing of classroom aids for Spanish, the teaching public is indebted to the fine work of Mr. A. C. Streeter, of Chickasha, Oklahoma, whose announcement of "La Casa de Realia" appears likewise in this issue of the FORUM. Mr. Streeter has spared no pains to list every conceivable *realium* and will obtain any desired allied commodity, if at all procurable. Personal attention is given all inquiries. A most complete and suggestive catalog may be had for the asking.

The Italian Book Company, 145 Mulberry Street, New York City, whose card is also inserted in this number of the FORUM, will extend every aid to teachers of Italian to obtain suitable *realia*. This company offers, among other helps, exclusive music rolls and the "Italianstyle" records

Reels for Spanish Classes

Educational moving pictures of Mexicans and Indians living in their modern way among ancient Mayan ruins will soon be available for school use.

Emma-Lindsay Squier, author of "The Bride of the Sacred Well," a collection of Aztec and Mayan mythology, is now in Guatemala exploring the Mayan ruins in the neighborhood of Lake Peten.

This large lake is in a very inaccessible section of the panhandle of Guatemala, a section which Miss Squier is the first non-native white woman to penetrate. Her expedition went by way of the small river emptying at Belize, in British Honduras, as no other means of transportation is available.

In addition to tracking down ancient Indian legends and taking moving pictures in this section, Miss Squier is investigating the possibility that the Indian guides may be able to lead her to the marble statue of Cortez's white horse which sunk to the bottom of Lake Peten while being rafted across and is reported by the Indians as occasionally visible after severe storms. The historical fact about the statue is that the conqueror Cortez, coming down from Mexico, left his sick white horse with the Indians with instructions that they take good care of it. The Indians, unfamiliar with horses, offered it venison, sweets and other dainties, which the horse refused, with the result it starved to death. Fearing punishment from Cortez, they carved a likeness of the horse in white marble and invented a tale that a god had transfigured the horse.

Miss Squier's moving pictures of Aztec and Mayan scenes taken in connection with the hunting of legends reproduced in "The Bride of the Sacred Well" are used by the visual education division of the Board of Education of San Diego, California.

The films are edited into four reels, each twice standard length, called: 1. Mexican Children and Pets; 2. Mexican and Indian Customs; 3. Mexico, Ancient and Modern; 4. Ruins of Ancient Mexico.

*Purposeful Realia!
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